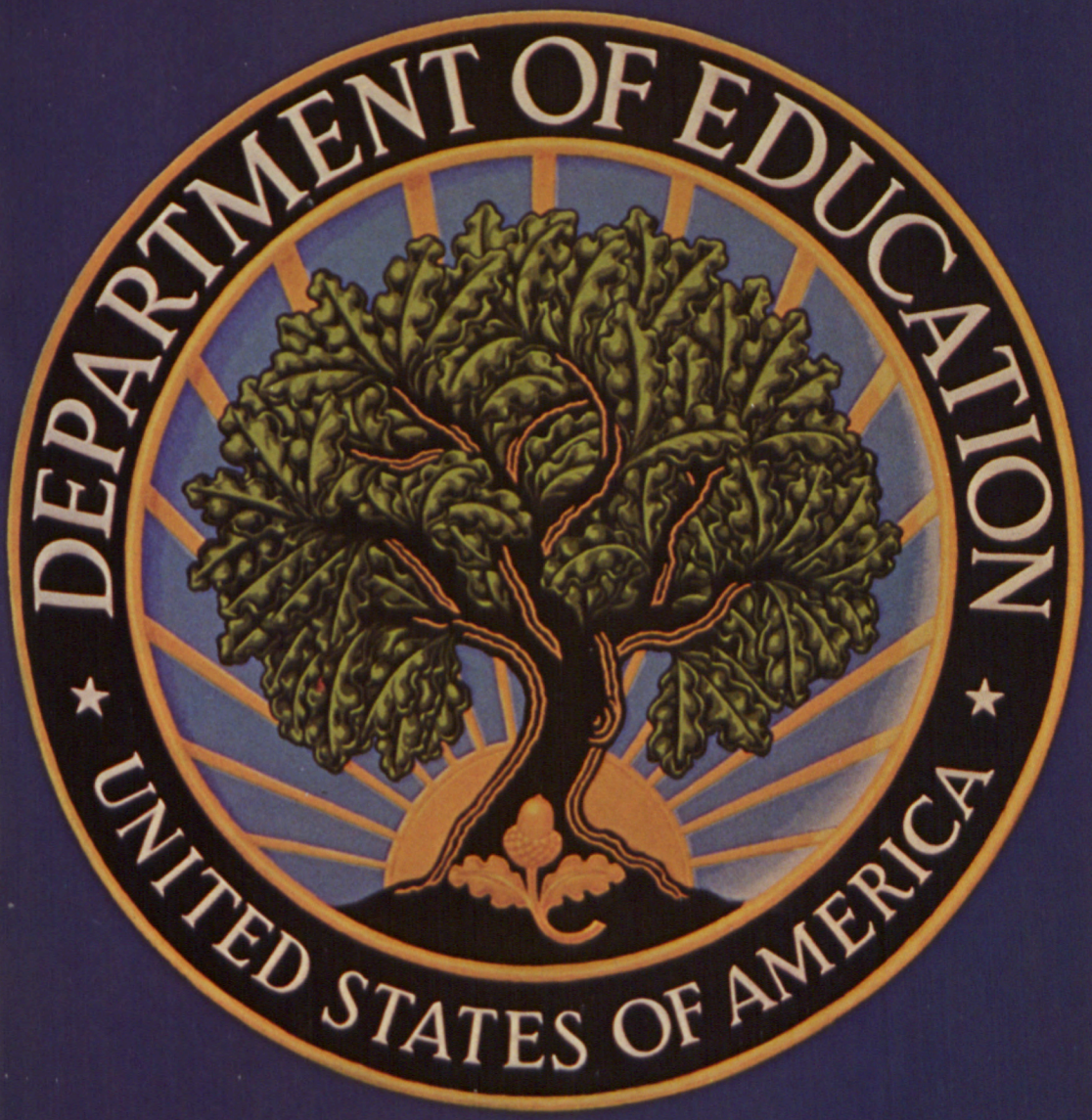
TODAY'S EDUCATION

The Journal of the NATIONAL EDUCATION ASSOCIATION

September-October 1980

GENERAL EDITION



AFTER HIGH SCHOOL: AIR FORCE EXPERIENCE.

Air Force training is among the best in the world. It's a great way for your students to learn a skill and use their abilities. Air Force men and women can work toward an Associate Degree through the Community College of the Air Force. In addition they can attend technical school and receive on-the-job training. Air Force Experience. It may be just the break your students need. Put them in touch with an Air Force Recruiter. Or, if they need more information, have them call 800-523-5000 (in PA: 800-362-5696), or write to Air Force Opportunities, Box 1776, Valley Forge, PA 19481. Air Force Experience can be their ticket to...

A GREAT WAY OF LIFE.

AIR FORCE

A PROMISING FUTURE

"Why do I need to learn this?" Generation after generation of students never seem to tire of asking this question. With the new McDonald's Career Action Pack™ you can help provide the answer.

You can start them on their way.

We commissioned educators to create this Action Pack for middle and junior high school students. Students who are at an age when they begin to wonder and question what the future really holds.

The Career Action Pack is designed to get your kids actively involved in the subjects you're teaching—especially Language Arts and Social Studies.

Our lesson plans integrate current topics (radio, telephone, newspaper, community geography, law and municipal government) with activities that encourage students to apply what they learn in school to the actual working world.

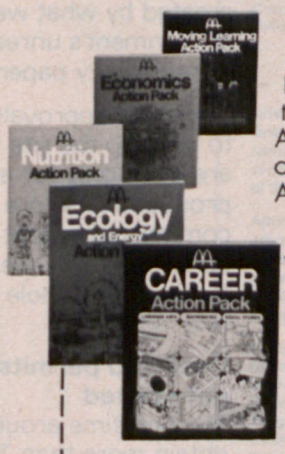
Learning through doing.

You'll be using your community as a learning laboratory. Your students will be taking tours and meeting with business and labor representatives. Your kids will talk to elected and hired government personnel and even get involved with the due process of law.

This Career Action Pack will help get your students on the right track. A track to a promising future.

Included are 6 complete lesson plans, and 15 "Activity Masters"—you can run off up to 200 copies.

Send for McDonald's Career Action Pack. P.O. Box 14317, Dayton, Ohio 45414.



Also available are McDonald's Ecology and Energy Action Pack™ (grades four through six), McDonald's Nutrition Action Pack™ (grades one through four), McDonald's Economics Action Pack™ (grades four through six) and McDonald's Moving Learning Action Pack™ (grades kindergarten through second).

Action Pack Order Blank. Action packs are $3.00 each. Please make check or money order payable to: McDonald's Action Packs,™ Box 14317, Dayton, Ohio 45414.

Please allow 4-6 weeks for delivery. Sorry, we cannot bill you for orders of less than ten Action Packs.

☐ Career Action Pack ☐ Ecology and Energy
☐ Nutrition ☐ Economics ☐ Moving Learning

NAME_____

ADDRESS_____

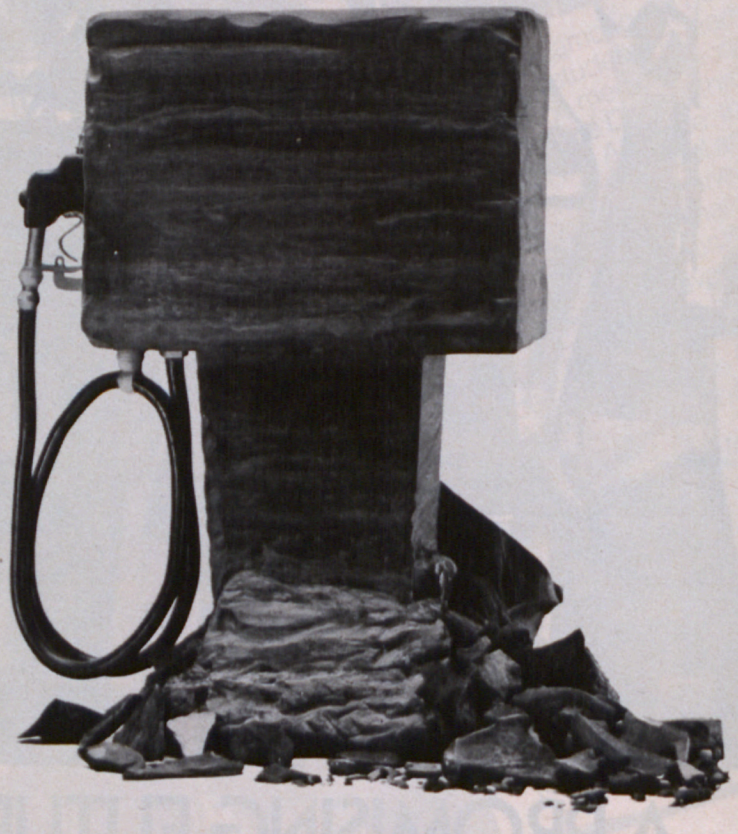
CITY_____

STATE_____ ZIP_____

T-8-80

©1980 McDonald's Corporation

We're willing to spend hundreds of millions of dollars to bring you gasoline from oil shale before the end of the 80's.



American oil shale reserves contain more oil than all the crude oil reserves of the Middle East. The greatest concentration of this shale is located in western states such as Colorado. On just one 5,000-acre tract where Amoco and its partner are working, there's enough shale to produce up to 5 billion barrels of oil—making it one of the richest oil reserves in the United States.

Right now we have $100 million and nearly six years invested in our pilot oil shale plant. We're willing to spend hundreds of millions of dollars more to make this plant a commercial reality.

New American oil below world prices

The technology exists to separate refinable oil from shale. And in spite of the tremendous cost, we believe that we can eventually deliver this oil at prices below what we will be paying for foreign oil.

But there's a problem beyond technology that must be addressed before we can move ahead much further. And this problem is created by what we believe is the government's unrealistic level of regulatory paper work.

The initial approvals we received to develop the site we're working are good only for experimental production. Before we can begin commercial output of 76,000 barrels per day, we have to go through the whole process all over again.

Over 120 permits just to get started

The first time around we had to obtain more than 120 permits and approvals before we could begin our work. Compiling the environmental data alone cost over $5 million and took more than 2 years.

When regulation gets to the point where it obscures the original purpose—in this case, developing new American energy—then it's time to put things back in perspective. America can't afford to drag its feet any longer. Foreign oil is becoming more expensive by the month and continues to threaten the security of our country.

The sooner we can get on with the job of producing new American energy, the sooner we can help end this dependency. That is why we plan to spend even more money in the 1980's to make gasoline from oil shale. We want to make it available on a large scale in this decade.

America runs better on American oil.

AMOCO

TODAY'S EDUCATION

The Journal of the NATIONAL EDUCATION ASSOCIATION
September-October 1980, Volume 69, Number 3

GENERAL EDITION

SPECIAL FEATURE ON TELEVISION AND LEARNING

48 **Schools and the Power of Television**
Terry Herndon interviewed by Maria Robbins

53 **Using TV To Teach Thinking Skills**
Rosemary Lee Potter

55 **Why We Need Critical Viewing Skills**
Frank B. Withrow

57 **The ABC/NEA SCHOOLDISC Program Is Under Way**
Fred T. Wilhelms

64 **The Big Picture: NEA Involvement in TV**
Linda Kahn

66 **The FCC Takes a Hard Look at Television**
Charles D. Ferris

ARTICLES

6 **Our Extraordinary Achievement**
Willard McGuire

7 **A Department of Education . . . for a Nation That Values Progress**
Shirley M. Hufstedler

16 **Over the Dinner Table**
Phyllis Naylor

22 **México Visto Por Sus Niños**

26 **Math Anxiety: What You Can Do About It**
Sheila Tobias

30 **Meet Janis Hill**
Jane Power

34 **The Student with Epilepsy**
David J. Anspaugh, Marilyn Gilliland, and Susan J. Anspaugh

39 **Free Writing—When More Is Less**
Carolyn Boiarsky

42 **A Call to (Linguistic) Arms**

78 **What Do Students Think of Your Class?**
William L. Powell

86 **Selecting Bias-Free Texts**

CONTINUING FEATURES

99 Books

96 Classroom Tips by *Jane Tylor Field*

6 Editorial by *Willard McGuire*

98 For Your Information

77 Frankly Speaking by *Frances Spielberg*

98 Free or Inexpensive

14 Letters

89 New NEA Publications

103 Reader Service

94 Research Clues by *John H. Hollifield*

93 The Teacher and the Law by *Barbara Stein*

21 Teacher Opinion Poll

10 Trends

Acting Editor: Elizabeth E. Yeary

Staff Writer: Jane Power

Editorial Associates: Marian S. Clayton
Nancy R. Needham
Enyd W. Medas

Editorial Administrative Assistant: Marjorie L. Schleifer

Editorial Consultant: Lois Schaeffer Karasik

Publisher: Robert E. Harman

Production and Business Consultant: Paul E. Bergman

Circulation Manager: R. K. Butler, Jr.

Advertising Manager: Robert F. O'Connor

Design: James J. Fisher

ADVERTISING OFFICES:

New York, NY 10017—Today's Education, Suite 504, 141 E. 44th St.; (212) 687-4843.

Washington, DC (Silver Spring, MD) 20910—T.P. Jones & Associates, 8820 Cameron St.; (301) 949-2477.

Chicago (Northbrook), IL 60062—Didier & Broderick, Inc., 255 Revere Dr.; (312) 498-4520.

Dayton, OH 45439—Peter Li, 2451 E. River Road; (513) 294-5785.

Houston, TX 77079—Hawley-Lindenberger & Assoc., 11777 Katy Freeway, Suite 155; (713) 870-0470.

San Francisco, CA 94104—Blanchard-Nichols & Smith, 582 Market St.; (415) 986-6341.

Los Angeles, CA 90010—Blanchard-Nichols & Smith, Suite 1516, 3600 Wilshire Blvd.; (213) 380-4336.

Atlanta, GA 30342—Miller & Tillman, Inc., Corporate Commons, 4651 Roswell Rd., N.E., Suite 201-C; (404) 252-9588.

Articles in *Today's Education* are the expressions of the writers and not statements of NEA policy unless set by resolution. Although advertising is screened, acceptance of the advertisement does not imply NEA endorsement of the product or of the views expressed.

Appropriate unsolicited manuscripts are invited, but no advance commitment to publish a manuscript can be made. Because of the large volume of manuscripts received, those not accompanied by self-addressed envelopes bearing sufficient postage cannot be returned if rejected.

Published four times a year in September-October, November-December, February-March, and April-May by the National Education Association of the United States, 1201 16th St., N.W., Washington, DC 20036. Telephone: Area Code 202, 833-4000. TODAY'S EDUCATION® (ISSN 0040-8484) goes to all members of the Association. Annual subscription price $1.75 (included in membership). Single copies $2 each. Second-class postage paid at Washington, DC, and at additional mailing offices.

Copyright © 1980 by the National Education Association of the United States. All rights reserved. POSTMASTER: PLEASE SEND POD FORM 3579 (CHANGE OF ADDRESS) TO NATIONAL EDUCATION ASSOCIATION, 1201 16th ST., N.W., WASHINGTON, DC 20036.

A PLEDGE OF QUALITY FROM USS*

Programs for the '80s...

*Unified Special Services

Signed, sealed and delivered with confidence for the future.

At Unified Special Services, we believe that the start of a new decade is a time to take stock of the past and take action for the future. As the eighties begin, we believe that action should center on combatting the financial consequences of energy shortages and inflation. That's why we're working together harder than ever before to help unified members save and get the most value for their money. We are continually developing and improving quality programs of economic benefit in order to achieve our only goal: to help you build a better life and a better tomorrow for you and your family. Take advantage of your Association's sponsored programs and put the seal of confidence on your financial future.

We Offer You Protection!

TERM LIFE INSURANCE: Life insurance can be the most important protection you provide for your family. The New Independent Educators Plan underwritten by The Prudential Insurance Company of America insures members for up to $100,000, and now features spouse and dependents coverage, too.

ACCIDENTAL DEATH AND DISMEMBERMENT INSURANCE: As we are becoming an increasingly mobile society, the chances of an accident happening are greater than ever before. For $19 a year, accident coverage is available for you and your eligible family members, anywhere in the world, for 24 hours a day. This plan is underwritten by The Prudential Insurance Company of America.

HOMEOWNERS INSURANCE: Home and personal property protection that offers fire and broader coverage is available at money-saving rates to renters and homeowners. Special features for unified members are now available. Plans are underwritten by the Horace Mann Insurance Company.

IN-HOSPITAL BENEFIT PLAN: A hospital bill is not the only cost involved in being hospitalized. This coverage pays you $40, $60, or $80 for each day of hospitalization . . . money to use in any way you choose. Payments are doubled when hospitalized for cancer or intensive care. Enrollment is guaranteed for all unified members under age 65. This plan is underwritten by the Life Insurance Company of North America.

We Offer You Travel!

TRAVEL: Broaden your horizons with a travel tour tailored to fit your plans. Experience the world for yourself with or without academic credit. For more information on the NEA world of travel programs, call 800-424-1050, or complete the coupon below.

We Offer You Discounts!

LITERARY GUILD: A special membership in the NEA/Literary Guild Book Club is exclusively available to unified members, with an introductory offer of 5 books for $1, plus a free tote bag. Book club membership includes special savings on all books offered in the regular Literary Guild Magazine, too.

PRESCRIPTION SERVICE PROGRAM: Experience personalized service when you order top quality prescription and health care items from Pharmaceutical Services, Inc., one of the most technically advanced pharmacies in the country. Unique and exclusive benefits include a full line of generic drugs and drug information cards designed for your protection.

HERTZ RENT-A-CAR: Learn what savings and convenience are about every time you rent a car. Hertz offers members special rates on a broad selection of cars at over 4,000 locations. If you did not receive your new NEA/Hertz Discount Card in the January 1980 Catalog of ECOnomic Services, complete the coupon below.

We Offer You Security Plans for the Future!

TAX-DEFERRED ANNUITIES: Put your before-tax dollars to work for your retirement and shelter a portion of your annual salary through enrollment in an individual or group tax-deferred annuity plan. The Plans feature low sales charges, high current and guaranteed interest, and liberal transfer provisions. The UTP Plan is underwritten by the Horace Mann Life Insurance Company.

We Offer You Consumer Education!

Consumer education is more than just a concept —it's a commitment from USS. We've designed a series of consumer guides for educators in order to increase your understanding in areas of importance to you. Take advantage of your Association's commitment to consumer education and order your *free* copies on the coupon below.

The Unified Special Services Symbol . . . Our seal of approval is your symbol of value.

UNIFIED SPECIAL SERVICES
NEA...Working together

TE-9-80

NEA Special Services
1201—16th Street, N.W., Room 404E
Washington, D.C. 20036

WE OFFER YOU QUALITY PROGRAMS . . .

To receive information on the NEA Special Services programs listed below, complete and mail this coupon today!

- ☐ Term Life Insurance
- ☐ Accidental Death and Dismemberment Insurance
- ☐ Homeowners Insurance
- ☐ In-Hospital Benefit Plan
- ☐ Literary Guild
- ☐ Prescription Service Program
- ☐ Hertz Rent-A-Car
- ☐ Tax-Deferred Annuities
- ☐ Travel Programs

. . . AND CONSUMER EDUCATION

To receive free copies of your Association's guides, check the appropriate box(es) below.

- ☐ Life Insurance
- ☐ Homeowners Insurance
- ☐ Auto Insurance
- ☐ Disability Income Insurance
- ☐ Travel
- ☐ Tax-Deferred Annuities

Limited quantities available.

Name: _____

Address: _____

City: _____ State: _____ Zip: _____

MILLIKEN

Basic Materials for Basic Education

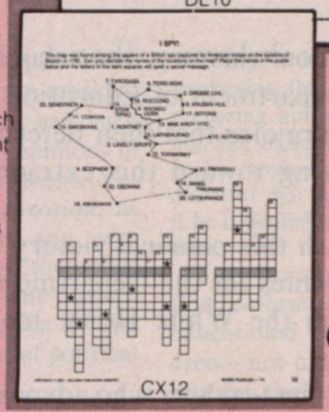
Our Living Language

A comprehensive series of practice in grammar, usage, etymology, and vocabulary development pertinent for each grade level.

- ___ DL07 Our Living Language, Gr. 7-Bk. 1
- ___ DL08 Our Living Language, Gr. 7-Bk. 2
- ___ DL09 Our Living Language, Gr. 8-Bk. 1
- ___ DL10 Our Living Language, Gr. 8-Bk. 2

Word Puzzles

A fun and games approach to vocabulary development utilizing a wide variety of puzzles.

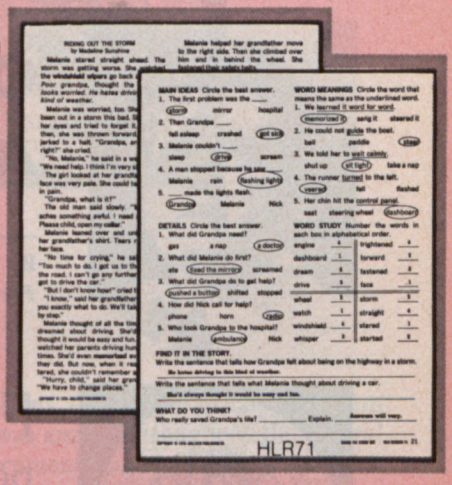


- ___ CX12 Word Puzzles Gr. 7
- ___ CX14 Word Puzzles Gr. 8

High Interest-Low Vocabulary (HI-LO) *Reading Comprehension*

$4.50 Each Book

A collection of short stories accompanied by comprehension excercises with a reading level of 1.1 to 3.9. Written to interest 4th thru 8th grade students. A,B,C and D are used to indicate different collections of stories and not level.



Grade 7

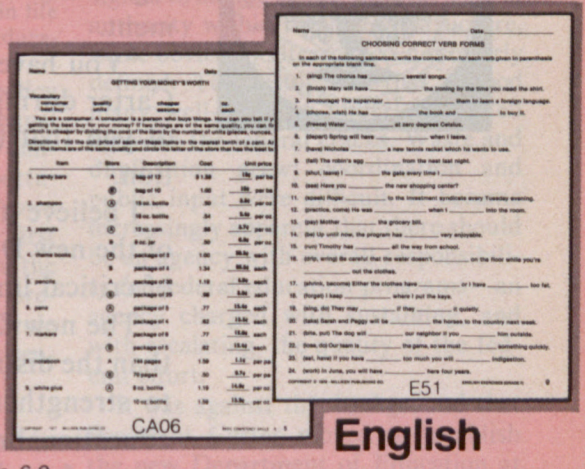
- ___ HLR71 Hi-Lo Bk A
- ___ HLR72 Hi-Lo Bk B
- ___ HLR73 Hi-Lo Bk C
- ___ HLR74 Hi-Lo Bk D

Grade 8

- ___ HLR81 Hi-Lo Bk A
- ___ HLR82 Hi-Lo Bk B
- ___ HLR83 Hi-Lo Bk C
- ___ HLR84 Hi-Lo Bk D

Basic Competency Survival Skills

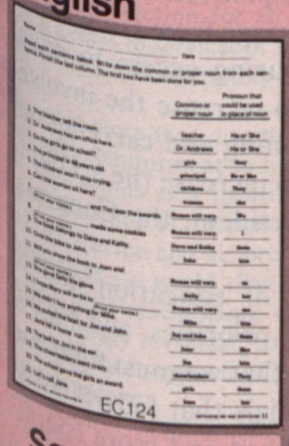
These books provide application of basic math and language skills to everyday monetary and life situations.



- ___ CA06 Basic Competency Skills Gr. 6
- ___ CA07 Basic Competency Skills Gr. 7
- ___ CA08 Basic Competency Skills Gr. 8

- ___ EC205 Basic Banking Operations, Gr. 6-9
- ___ EC305 Basic Buying Skills, Gr. 6-9
- ___ EC306 Money Management, Gr. 6-9

Special Learners English



Organized by ability and concept, these books provide practice for intermediate through high school levels.

- ___ EC124 Capitalization and noun identification
- ___ EC125 Basic Punctuation Skills

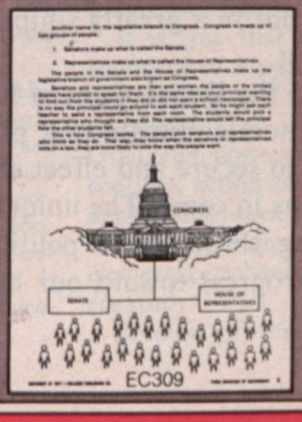
English

A thorough, supplemental program of practice in basic language skills.

- ___ E51 English Exercises Gr. 7

Social Studies

Basic American Government principles suitable, for use with students of limited reading ability.



- ___ EC307 The Constitution and the Bill of Rights Gr. 6-9
- ___ EC308 Amendments to the Constitution Gr. 6-9
- ___ EC309 The Three Branches of Government Gr. 6-9

Sample masters shown with answers.
In Each Book: 24 Dup. Masters, Teacher's Guide

MILLIKEN

Order Today

Before mailing clearly mark all the books you are ordering and include entire ad with your name and address, or order by code number.

Method of Payment

☐ Cash (Enclose Check or Money Order)
☐ Charge (School P.O. No. _____)

Please add $1.00 for postage and handling on all orders under $10.00

Terms: Net 10 days. Send Catalog ☐

Ship To: _____
School: _____
Address: _____
City: _____ State: _____ Zip: _____

See Your School Supply Dealer or Mail To:

MILLIKEN PUBLISHING CO.
1100 Research Blvd. St. Louis, MO 63132

ST

Editorial

Our Extraordinary Achievement

By WILLARD McGUIRE
President, NEA.

For the first time in our nation's history, the schools will open this fall with a Cabinet-level Department of Education in Washington, DC. Teachers everywhere can rejoice that their determined and untiring efforts were key in working toward this extraordinary achievement.

"You have a right to cherish this personal victory," said President Carter during opening ceremonies for the Department. "It is because of you that there is a chair in the White House marked for education."

I believe it is now up to us, the teachers who advocated the creation of the new Department, to ensure its success in carrying out a mission of critical importance to the future of this nation.

The new Department of Education will be responsible for far more than the distribution of federal assistance. Its charge from Congress is to strengthen the federal commitment to ensuring access to equal educational opportunity for every individual; to increase the involvement of teachers, parents, and students in planning and carrying out federal programs; to spur better research; and to increase the accountability of federal education programs to the President, the Congress, and the public.

We fought hard to increase the visibility of education and to enhance its position among the nation's highest priorities, and we did so in the political arena. It is in that same arena that we must fight and win the battles ahead—convincing elected officials that federal assistance must be increased but in a greatly simplified and more coordinated way than in the past.

Our victory in securing the Department of Education is not diminished by the difficult economic climate that prevails today. We have won a great opportunity to secure and effect changes of monumental importance for generations to come. The unique knowledge and influence of teachers working through the political system can, and I believe will, accelerate progress toward our highest goals for public education. □

A Department of Education for a Nation That Values Progress

By SHIRLEY M. HUFSTEDLER
Secretary of Education, U.S. Department of Education.

Twenty-six years ago this past June, Chief Justice Earl Warren presided over a Supreme Court that had been divided in 82 percent of its opinions in the year before his appointment. Yet in *Brown* v. *Board of Education*, as momentous a decision as any ever handed down by that body, there was not a single dissent among nine justices who represented every region of the country and as many shades of political opinion.

We think of *Brown* as a great moral landmark, and certainly it is that. The Court banned racial discrimination in public schools and reinforced the guarantee of equal protection for all persons seeking access to services or facilities supplied by the state to any of its citizens.

But *Brown* is more than a testament to our national commitment to human rights. It also stands as a measure of the place of education in the real world in which Earl Warren and his brethren found themselves—a world that, even in 1954, bore little resemblance to the nostalgic, not to say mythical, country to which some short-sighted thinkers would have us return.

In that historic opinion of 1954, Chief Justice Warren wrote these words that move us to this day:

> Education is perhaps the most important function of state and local governments. Compulsory school attendance laws and the great expenditures for education both demonstrate our recognition of the importance of education to our democratic society. It is required in the performance of our most basic public responsibilities. . . . It is the very foundation of good citizenship. . . .

Today it is a principal instrument in awakening the child to cultural values, in preparing him for later professional training, and in helping him to adjust normally to his environment. In these days it is doubtful that any child can succeed in life if he is denied the opportunity of an education.

That is a statement of public policy that embraces a guarantee of equal educational opportunity for *all* children—not only those denied opportunity on the basis of race. The *Brown* decision made explicit for the first time a national responsibility in the area of education. In doing so, it presaged the development of a federal role in education over the next quarter century.

The federal role has developed in response both to constitutional requirements and to truly national problems—problems that transcend the scope or the resources of state and local governments. It is also fair to say that much of that development has come in response to crisis situations. Desegregation, Sputnik, and concerns for urban and rural poverty all gave birth to important educational programs over the last three decades.

It is true that there was hardly a stampede of support by the offices and agencies charged with carrying out the responsibilities of those programs. Gradually, however, legislators and executives, acting as guarantors of equal opportunity, created a whole array of educational support programs—from elementary school through postgraduate study.

Because of the diversity of these programs, the burden of carrying them out was spread throughout the federal government. Some responsibilities fell to existing agencies; others were assigned to ad hoc bodies. The division of authority within the federal structure, while obviously altered, was not clearly defined. The result was that a good many well-meaning undertakings fell between the federal cracks. Waste and duplication grew; coordination and public input were difficult. It became increasingly apparent that there should be an agency with overall responsibility for federal education programs—an agency charged with sustaining, and with escalating, the quality of the federal effort.

It was against this background that President Carter moved to establish the new Department of Education at Cabinet level. His decision reflected his own deep personal commitment to public education and his recognition that we must find a means of improving and coordinating federal efforts to provide effective support for the nation's educational structure.

I was surprised when the President asked me to take charge of this new enterprise. But I accepted readily, because I believe every word Earl Warren wrote about the ultimate dependence of our democratic system upon our public schools. And I accepted, too, because I also believe that a crisis of public confidence besets our public schools today. I took on the task of marshaling federal resources to assist educational efforts at the state and local level with the firm conviction that

it was a job that could and should be done. I have not changed my mind despite those who told me that it couldn't and shouldn't.

Many of those who opposed the creation of the new Department of Education say that the best answer to our educational problems is to put things back as they used to be. There is a certain wistful appeal to that notion which I can readily understand. Many members of my generation cling to an idealized memory of the Little Red Schoolhouses of our childhoods. Never mind that our nostalgia distorts the past, gently concealing the less pleasant realities. If we long for the schools of the 1950's, it is because we did not pass that era with Mrs. Brown and other Black parents on the wrong side—the left-out side—of the tracks in Topeka, Kansas.

I find indulging in this kind of nostalgia remarkable in an age when people have actually walked on the moon. It would make about as much sense to abandon the federal responsibility for education in today's world as it would to dismantle the Pentagon and rely for our common defense on the flintlocks that the Constitution guarantees us the right to bear.

The first rocket that propelled men into space was a symbol of the technological revolution that has transformed all our institutions in the span of a single generation. And it was this, rather than the intent of the men and women who pass and interpret our laws, that first created the symbiotic relationship between our educational institutions and the federal government. The interchange with the universities that ushered in the Space Age also spilled over to the public schools when it was realized that mathematical skills are no longer a luxury of the upper classes but the basis of the nation's survival.

At the same time, our culture was being literally reshaped by impersonal forces—the demographic shift from a predominantly rural to a predominantly urban people, the radical advances in production and distribution that have brought us into what is being called a postindustrial era, the social revolution sometimes called the women's movement.

None of our institutions, including the family, has escaped the impact of these revolutions. Changes in the family have directly affected the schools, which remain an institutional adjunct sharing parental responsibility for acculturating the young. When the public schools first came into their own in the early decades of this century, the standard American family was made up of father as breadwinner, mother as housewife, and some children. Today that standard applies to only 13 percent of American families.

Neither wishful thinking nor political rhetoric will alter such basic changes in our society. I wish that we could solve all our educational problems by turning back our clocks or by getting back to the basics or by obliterating the Department of Education. But, as was said long ago, while there is a simple answer to every complex question, it is, unfortunately, always wrong. We will do better to devote our energies to the more difficult, but more productive, task of equipping our children to cope with the world they live in today, as well as the one they will live in tomorrow—not the one we recall so fondly, and so inaccurately, from yesterday.

The encouraging thing is that, as I have gone out among the schools since taking on this new assignment, I have found that people are doing exactly that. All those involved day-to-day with the educational process—and I include parents along with administrators, teachers, and students—are working hard to build the best possible schools in a changing society.

Those who take the time to v
schools may find some horror stor
but if they get close enough they w
also find dedicated, hard-working ed
cators who are trying, with consid
able success, to adapt their skills a
techniques to the realities of an e
that, by its nature, invalidates the s
plistic demands that beset scho
boards and administrators—and pa
lyzes politicians.

In celebration of precisely that k
of continuing growth and vitality
every level of American education,
new Department of Education em
barked on a week-long Salute to
Learning last May. The idea for th
celebration emerged from the n
wide desire to be a part of a triumph
education, and there were festivities a
over the country.[1]

As part of the celebration, we
praised the new Department of Educa
tion, but we reserved our highe
praise and our most joyous celebration
for the incredible achievements of
American education over the past tw
centuries—and for the dedicated ind
viduals who worked to make them po
sible. At the same time, we saluted th
people and the schools who are carry
ing on that tradition today and thos
who will extend it into the future.

We Americans have always be
proud of our past, but we have never
wanted to live there. In education, as
all things, we have been a nation that
values progress, that strains for a
glimpse of the future. Long ago, a
Greek philosopher, Heraclitus, said
"You cannot step twice into the same
river, for other waters are continually
flowing on." The people of this count
try understand those words perfectly.
Those who aspire to lead us would do
well to ponder their meaning. □

Mrs. Hufstedler spoke at greater length on
this subject at the National Press Club in
Washington, DC, on May 1, 1980.

"Where am I headed?"

We've already helped thousands answer the question.

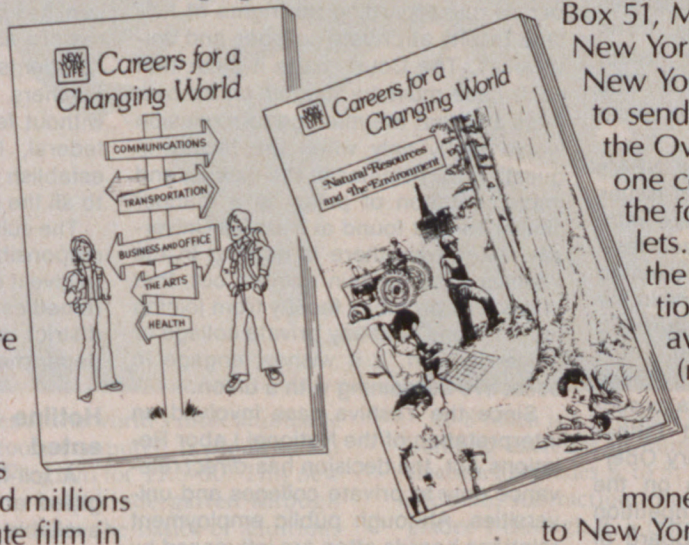
Choosing the right career could be the toughest decision young people ever have to make. In fact, it's enough to make a young person more than a little nervous.

To help the nation's young people handle this decision, New York Life, working with educational experts, has prepared a public service program, "Careers for a Changing World." With the help of teachers and guidance counselors, this program has proven to be of great value in helping young people discover career opportunities open to them.

Since the program's inception in 1976, there has been enormous response to it throughout the United States. Over 900,000 booklets have been sent out; and millions have seen our 28-minute film in schools, civic meetings, or on local TV.

The "Careers for a Changing World" program includes:

1. An Overview Booklet. This takes a broad look at the problem of choosing a career, the expanding opportunities, and educational options open to students, plus a helpful list of current career information sources.
2. Fourteen Career Booklets. Each booklet includes occupational categories listed by the U.S. Office of Education. Available currently are: "Business and Office"; "The Arts"; "Health Care"; "Hospitality and Recreation"; "Transportation"; "Natural Resources and the Environment"; "Manufacturing"; "Construction"; "Communications and Media"; "Agribusiness "; "Marketing and Distribution"; "Public Service" and "Consumer Services and Homemaking." "Making the Most of Your Job Interview" contains helpful information on how to put your best foot forward when applying for work.
3. A 28-Minute Motion Picture entitled, "What Will I Do With My Time?" This 16mm color film features working people discussing their career choices and high school students discussing their own career hopes and doubts. The film is available to teachers on a free-loan basis. You should order at least three months before you plan to use the film. Orders should be addressed to: "Careers", New York Life Insurance Company, Box 51, Madison Square Station, New York, N.Y. 10010.



New York Life will be happy to send you–free–a copy of the Overview booklet and one copy of any or all of the fourteen career booklets. Just fill out and mail the coupon below. Additional booklets are available at 10¢ each (minimum order of 10). To purchase additional copies, send check or money order payable to New York Life Insurance Company. No cash please.

"Careers" TE-3
New York Life Insurance Company
Box 51–Madison Square Station
New York, N.Y. 10010

NEW YORK LIFE

☐ Send me a free copy of the Overview booklet, and one free copy each of the fourteen career booklets.
☐ I would also like to order additional copies of the following booklets at 10¢ each. My check or money order is enclosed.

NO. COPIES	BOOKLET	COST
	Overview	
	Business and Office	
	The Arts	
	Health Care	
	Hospitality/Recreation	
	Transportation	
	Natural Resources and the Environment	
	Manufacturing	
	Construction	
	Communications and Media	
	Agribusiness	
	Marketing and Distribution	
	Public Service	
	Consumer Services and Homemaking	
	Making the Most of Your Job Interview	

NAME _____
ADDRESS _____
CITY _____ STATE _____ ZIP _____

CIRCLE QUICK-ACTION CARD NO. 47

Trends

NEA RA Backs Carter for President, Discusses School Issues

In a secret ballot, delegates to the NEA Representative Assembly (RA) in Los Angeles voted by more than 3 to 1 to endorse the candidacy of Jimmy Carter in the 1980 presidential elections. The RA had endorsed Carter for President in 1976 also.

On July 3, President Carter addressed the RA, receiving NEA's annual Friend of Education Award for his leadership in directing the nation's energies toward improving the schools. "The quality of education," Carter noted, "depends first and foremost on the morale and effectiveness of the classroom teacher."

Besides voting to back Carter, NEA's fifty-ninth RA discussed several issues that affect education. Topics were inflation and tax reform, standardized testing, education of the gifted and talented and of the handicapped, violence in the schools, teacher stress and burnout, and teacher supply and demand.

In NEA elections, delegates chose Mary Hatwood Futrell of Virginia as secretary-treasurer and selected Luther Burse of Pennsylvania and Gary Obermeyer of Nebraska to serve on the Executive Committee. In competition for at-large positions on the Board of Directors, Billie Nave Masters of California won the ethnic minority place and Pete V. Treibley of Maryland won the administrator's seat.

(For more information about the annual meeting, see the September issue of the *NEA Reporter.*)

NEA Will Award $2,500 Fellowships

Teachers and local associations can now apply for 1981 Hilda Maehling Fellowships of up to $2,500. Grants are awarded for projects that develop professional association work, human relations, curriculum and instruction, or professional tools and techniques. Individual classroom teachers, groups of teachers, and local associations are eligible.

Deadline for applications is December 1. Winners will be announced in April 1981.

For further information and applications, write—Hilda Maehling Fellowships, NEA Center, 1201 Sixteenth St., N.W., Washington, DC 20036.

The Yeshiva Decision: Impact on Faculty Unions

On February 20, 1980, the U.S. Supreme Court held that Yeshiva University, a private four-year institution, was not required to bargain with the union representing its full-time faculty. Finding that the Yeshiva faculty is "in effect, substantially and pervasively operating the enterprise," the Court concluded that the faculty is endowed with "managerial status" sufficient to remove it from the coverage of the National Labor Relations Act. NEA had filed an *amicus curiae* (friend-of-the-court) brief supporting the right of the faculty union to engage in bargaining.

NEA General Counsel Robert Chanin noted that the Court did not announce a *per se* rule regarding the rights of full-time faculty at private colleges and universities. The Court made it clear that each case must be judged on its own facts and that the managerial exclusion would apply only when the faculty in question participates in the making and implementation of policy in a manner similar to that found at Yeshiva University. Moreover, there is nothing in the Yeshiva case, Chanin pointed out, that in any way prohibits faculty from joining labor unions, and any private college or university can, if it wishes, engage in collective bargaining with a union.

Since the Yeshiva case involved an interpretation of the National Labor Relations Act, the decision has *direct* relevance only to private colleges and universities. Although public employment relations boards often are influenced by private sector developments in dealing with public colleges and universities under state public employee collective bargaining statutes, Chanin predicted that the carry-over effect in the present instance would be minimal.

Coaching Improves SAT Scores

Coaching can substantially improve students' scores on the *Scholastic Aptitude Test (SAT),* according to research published in the *Harvard Educational Review. SAT's* are also less accurate predictors of college performance than high school performance and achievement test scores, the article says. The authors, Warner V. Slack and Douglas Porter, maintain that the *SAT* really measures learned skills, not aptitude, and thus is unfair to students who can't get special preparation.

AEW Points to Future

The theme for this year's observance of American Education Week is "Education in the 80's—Preparation for the Future." AEW will be observed during the week of November 16 to 22.

Cosponsors of AEW are NEA, the National Congress of Parents and Teachers, the American Legion, the National School Boards Association, and the U.S. Department of Education.

For information about ordering materials NEA has prepared for AEW, write to AEW, Saw Mill Road, West Haven, CT 06516 or call (203) 934-2669 (9 a.m. to 5 p.m. Eastern time).

California Official Sues "Unsafe" Los Angeles Schools

Contending that compulsory attendance laws consign students to unsafe conditions without due process, California's attorney general, George Deukmejian, has filed what he calls "a lawsuit to restore safety in the schools" so that "students can pursue their learning and teachers can conduct their teaching without fear." Based on California, not federal, law the suit is intended to establish legal principles that will apply to all the state's school districts.

The suit alleges that the public body responsible for school safety have failed to give it a high enough priority. It seeks remedies to be carried out by the school district administration, the probation department, and city officials.

Hotline to ED on Gifted and Talented

A toll-free hotline for information on gifted and talented education is now available through the U.S. Department of Education. The service provides telephone information and mailed responses to inquiries in both Spanish and English.

Three information packets—for teachers, for parents, and for the general public—are available on request. The service also describes research projects and provides referrals to experts in the field.

For more information, call (800) 424-2861, or 659-4093 in the District of Columbia.

Tuition Tax Credit Plans Offer Little to Poor, Minorities

Tuition tax credit plans for elementary and secondary education would benefit wealthy White families far more than any others, according to a government study. Nearly 90 percent of private school students are White; students from families making more than $25,000 a year are five times as likely to go to private schools as children from families with $5,000 annual income; and families making more than $25,000

(continued on page 12)

New Educational Program for TRS-80™ Computers

An Important Announcement for [illegible]th Teachers from Radio Shack

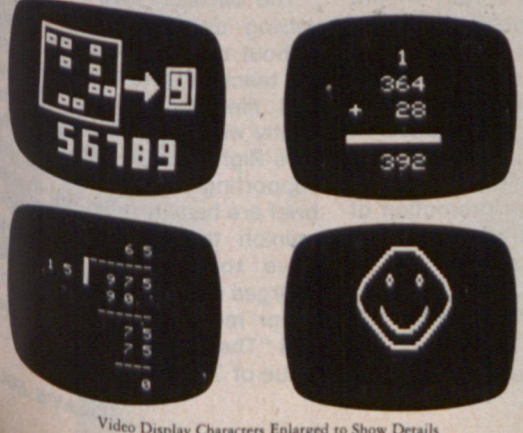
Radio Shack, builder of the world's most affordable and widely used classroom computer, is proud to announce the K-8 Math Program for TRS-80. This new program is designed to help kindergarten through eighth grade students master the basics of addition, subtraction, multiplication and division. On both cassettes and diskettes, it is ideal for use with regular stand-alone Level II, 16K TRS-80s or with the new Network I System that allows up to 16 TRS-80s to be connected to one TRS-80 disk system — eliminating the need for student loading of cassettes!

By computerizing the tedious (yet vital) areas of drill, placement, testing and scoring, K-8 Math can greatly increase your available teaching time. Rather than replacing formal instruction, K-8 Math amplifies and reinforces it with proven drill and testing methods.

K-8 Math is a two-part series. Part I provides skill-building exercises in numeration, addition and subtraction for grades K to 3. Part II contains exercises in addition, subtraction, multiplication and division for grades 1 through 8, a testing mode, and a placement mode that moves students, automatically, to the proper level. A partial list of features includes Automatic Promotion of Students, Reinforcement Messages (graphics and text) keyed to correct and incorrect answers, plus a Progress Report that gives number of problems attempted, number and percent correct, and average response time of each student.

K-8 Math is only $199.00* (Cat. No. 26-1715). For more information on K-8 and TRS-80 computer systems for education, visit your nearest Radio Shack outlet.

*Retail prices may vary at individual stores and dealers.



Video Display Characters Enlarged to Show Details

Radio Shack®

The biggest name in little computers™

A DIVISION OF TANDY CORPORATION • FORT WORTH, TEXAS 76102

For more information on the K-8 Math Program and a free copy of our TRS-80 computer catalog, send coupon to:
Dept. CMA-81-A-170, 1300 One Tandy Center, Ft. Worth, TX 76102

NAME _____

SCHOOL NAME _____ GRADE _____

STREET _____

CITY _____ STATE _____ ZIP _____

PHONE NO. _____ / _____

CIRCLE QUICK-ACTION CARD NO. 8

would collect from 24 to 33 percent of the tax credits at the elementary level and 41 percent at the secondary level.

For a copy of *Tuition Tax Credits for Elementary and Secondary Education: Some New Evidence on Who Would Benefit,* write to Sandra Richardson, U.S. Department of Education, Room 3147, FOB 6, 400 Maryland Ave., S.W., Washington, DC 20202.

Americans Like Social Security

Social Security is popular, found a study conducted for the Congress's National Commission on Social Security. In fact, 77 percent of Americans would join the system voluntarily. If given the choice, 63 percent would rather pay higher Social Security taxes, while only 15 percent would prefer reducing benefits.

Survey respondents would rather raise more money for Social Security by raising the Social Security tax than by instituting a new value-added tax (national sales tax) or by taking money from income tax revenues.

More than half of the respondents, however, had little or no confidence that the system would have the money to pay benefits by the time they reached retirement age.

President Carter Appoints NEA Members to Policy Groups

President Carter has appointed three NEA members to two important national councils. Jon L. Harkness, a high school science teacher and curriculum consultant in Wausau, Wisconsin, will serve on the National Council on Educational Research, the top policymaking body of the National Institute of Education.

Appointed to the National Advisory Council for the Education of Disadvantaged Children were Akiko Kurose, a Seattle kindergarten teacher and civil rights activist, and Lucille Santos, a former teacher who is now deputy assistant superintendent in the San Antonio (Texas) Independent School District.

Education Gets Top Dollars from Grant Foundations

During 1979, educational institutions again led the field of grant recipients. They received $312 million of the $1.09 billion in grants available through the 400 major U.S. funding organizations. Of the $312 million, $40.5 million or 13 percent is listed as having gone to elementary or secondary education institutions. There is no indication, however, of whether these receiving institutions were in the public or private sector. Health and science institutions received $212 and $211 million in grant funds.

These statistics, compiled by the Foundation Center, are included in *The Foundation Grants Index*—a comprehensive guide to the patterns of grant-funding organizations. It may be ordered for $27 from the Foundation Center, 888 Seventh Ave., New York 10106.

National Teachers' Organizations Meet with Intergovernmental Group

Representatives of 25 national teachers' organizations met in Paris with officials of the Organization for Economic Cooperation and Development (OECD), which groups Australia, Canada, Japan, New Zealand, the United States, and 19 industrialized nations in Europe. The participants, including NEA vice-president Bernie Freitag, represented more than 3 million teachers in OECD member countries.

The group reviewed OECD's work in education, especially its policies on teachers in a period of retrenchment and the relationship between education and employment in a period of falling job opportunities. OECD officials were interested in creating a new balance between education, work, and leisure. OECD's present work on teacher policy is being completed with an intergovernmental conference this fall.

Japan Teachers Union Receives NEA Peace Trophy

The Japan Teachers Union (JTU) has received the annual NEA Peace Trophy in praise of its work for education for peace, for peaceful settlement of international disputes, and for peace through international cooperation. NEA representatives Judy Rohde and Carl Downing presented the trophy at the Annual National Assembly of Educational Research of the JTU and the Japan Upper Secondary School Teachers' Union. The Assembly was held in Kochi City on the island of Shikoku.

In his address to the Assembly, JTU President Motofumi Makieda noted that JTU is committed to the promotion of education on the basis of democracy, peace, and human rights.

PTA Names 10 Best Family TV Shows

For the first time, the National PTA has presented awards to the producers of the 10 best prime-time TV programs for family viewing.

The awards went to the producers of *Little House on the Prairie, 60 Minutes, Prime Time Saturday, The Waltons, Quincy, CBS Specials, White Shadow, Eight Is Enough, 20/20,* and *Salvage-1.*

Criteria for the awards were positive contribution to the quality of life in America, lack of offensive content, and high artistic and technical merit.

Agriculture Department Regulates Use of Some Junk Foods in Schools

The U.S. Department of Agriculture (USDA) has decided that schools may not allow certain foods to compete with the more nutritious school meals. After three years and two sets of proposed regulations, USDA has determined that, as of July 1, 1980, water ices, soda water (carbonated beverages), chewing gum, and certain candies—hard candies, jellies and gums, marshmallow candies, fondants, licorice, spun candies, and candy-coated popcorn—must not be sold until after the last lunch of the day is served.

USDA says none of those foods provides, in 100 calories, 5 percent of the Recommended Daily Allowance of any of the eight important nutrients—the USDA standard used to define so-called "junk food."

For further information and copies of the USDA ruling, write to Stanley C. Garnett, School Programs Division, USDA-FNS, Washington, DC 20250.

No Hiding for Local Government Bodies that Violate Rights

The U.S. Supreme Court has made money damages easier to obtain in civil rights cases brought by employees against local government agencies. The Court ruled that local government bodies may not hide behind a defense of good faith when sued for monetary relief based on constitutional violations.

The decision stems from a case involving dismissal of a police officer without due process and is significant for teachers and school boards. NEA had filed a friend-of-the-court brief jointly with the Lawyers Committee for Civil Rights under Law. The theory and supporting arguments advanced in the brief are heavily reflected in the Court's opinion that government bodies will have to respond substantially to charges of unconstitutional behavior.

For more information on this topic, see "The Teacher and the Law" in this issue of *Today's Education.* □

Do your students understand energy's role in our nation and in their lives?

Help them learn, with FREE teaching aids on gas energy.

Today's young people should know about natural gas, America's most efficient energy system—what it really is, and how it works.

You can teach them. Just send for any of these teaching materials. Designed by teachers for your use in the classroom, they're free of charge, compliments of your local gas company.

Help your students to be prepared. Because the informed student of today is the wise consumer of tomorrow.

AGA American Gas Association ©1980

N00010. "Natural Gas—Science Behind Your Burner." 35mm color filmstrip explaining how natural gas gets from well to burner. Includes teacher's text, two wall charts, and student work sheets. Grades 6-9.

N00480. "The Story of Natural Gas Energy." Text-and-picture history, uses, and future of natural gas. Grades 6-12.

N00100. "How Your Gas Meter Works." Teaching guide with illustrations, diagrams, wall chart, and student work sheets. For general and Social Science classes. Grades 7-9.

N00500. "Science Principles and Gas Appliances with Experiments." A 32-page booklet on scientific principles employed in home heater, water heater, range, clothes dryer, incinerator, and air conditioner. With 12 classroom experiments, materials for overhead projection, and sample report sheet. Grades 7-9.

N00085. "Experiments: Properties of Gas and Heat Energy." Seventeen experiments on properties of gas and 14 experiments on heat energy. Prepared on spirit-duplicating masters for easy reproduction for teacher and student use. Grades 7-12.

N00695. "Liquefied Natural Gas." Four-page energy report explores the growing world commerce in LNG: what it means to the U.S. shipbuilding industry, to the natural gas industry, and to the individual user of energy resources. Grades 7-12.

N00700. "Coal Gasification." Four-page energy report discusses the general process of coal gasification, including an estimate of the potential supplemental gas that may become available. Grades 7-12.

N81110. "America's Changing Energy Story." 35mm color filmstrip with cassette. A broad overview of the energy picture in the U.S.—past, present, and future. Also compares various energy forms in terms of efficiency, convenience, and environmental impact. Grades 7-12.

Educational Services, American Gas Association, Dept. TE-90, 1515 Wilson Blvd., Arlington, Va. 22209

Name_____

Grade taught_____

School_____

Address_____

City_____ State_____ Zip_____

The gas company serving my area is_____

Furnished free of charge, compliments of your local gas company.

☐ N00010 ☐ N00500 ☐ N00700

☐ N00480 ☐ N00085 ☐ N81110

☐ N00100 ☐ N00695

Gas: The future belongs to the efficient.

CIRCLE QUICK-ACTION CARD NO. 36

Letters

Ideas and opinions in this feature are those of the writers and not necessarily of the NEA. "Letters" is primarily a forum for NEA members. If you are currently a member, please paste the mailing label from a recent copy of Today's Education *at the top of your letter. Also indicate your school, position, and home address.*

Have You Seen This Child?

A small blonde boy named Etan Patz disappeared without a trace in New York City, on the morning of May 25, 1979. As Etan walked to the school bus stop only one-and-a-half blocks from his home, a mailman noticed him. That was the last time anyone saw Etan.

At that time, Etan was six years old and small for his age. Now, 16 months after his disappearance, he would be almost eight years old and could be anywhere—possibly in your school. He may have a different name, and his hair may no longer be blonde.

If you suspect that a child in your school is Etan Patz, call the New York City Police Department (212) 374-6913. Etan's parents and the police have not given up hope of finding Etan. Any clue—no matter how minor—should be reported.

—Bill Butler, *detective, Missing Persons Squad, New York City Police Department.*

Violence in the Schools

In the April-May special feature, "What Can Schools Do About Violence?" *Today's Education* ignores the victim, just as society—including the schools—ignores the victim.

We must reorder our priorities. We must not be so busy protecting the rights of the accused that we leave the victims to their own devices.

Take a hypothetical case of a 13-year-old boy who is attacked and beaten by an older schoolmate on the way home from school. If the victim identifies his attacker, he will probably be subjected to more violence and harassment. While the accused attacker is assured all the protection of due process, the victim is left alone to deal with his fear and vulnerability.

Schools and communities should develop means to protect the victim's right to a speedy return to normalcy.

—Harry E. Slaughter, *art teacher, Annapolis (Maryland) Junior High School.*

Confusing discipline with—and using it as—punishment creates problems. Teachers should discipline students for their actions but not pass judgment on them as persons. Students want discipline that is fair, firm, friendly, and consistent. It helps them acquire internal control over their own lives.

—Stephen J. Kelly, *director of training, Municipal Police Training Council, Connecticut Police Academy, Meriden.*

Standardized Tests: Pro and Con

My three oldest children have taken the *Scholastic Aptitude Test* (*SAT*), and two of them were National Merit finalists. Until I read "The Reign of ETS," (April-May), I liked to think that the *SAT* was somewhat a measure of their inherited "brainpower." Woe is me; now I discover that, instead, the *SAT* is just a measure of family income. If that assessment is accurate, then it proves once again that teachers' pay isn't what it should be—which, when I think about it, makes me feel even more depressed!

—Frederic C. Matcheck, *business education teacher, Huron High School, Ann Arbor, Michigan.*

I have been an elementary school teacher in a central New Jersey school system for seven years.

After completing my master's degr
program at a New Jersey state colle
with a 3.84 average for all gradua
course work, I applied to a Rutge
State University doctoral program a
was denied admission because
Graduate Record Examination (GR
scores fell below the required level.

Not to be deterred, I entered a
completed with all *A*'s and *B*'s a pos
master's program in a private but
credited university out of state. Whe
reapplied to that university for its d
toral program, I was refused, becau
my *GRE* scores were below 1100. I re
enrolled in a workshop course to
prove my scores, but after taking
GRE more than seven times, I still c
not reach the "minimum requirement
have given up—ETS has won.

I applaud *Today's Education*
drawing attention to this bureaucra
dehumanizing system of testing.

—*Name withheld upon request.*

Last week one of my students as
how he was supposed to know th
vard and Yale school colors. He
taken the *Preliminary Scholastic Apt
tude Test* (*PSAT*) recently and recalle
a test item that involved an analog
based on that knowledge. If that's n
cultural bias, I don't know what is.

The advantage that such an ite
gives to the sons and daughters of
League alumni is so obvious, it boggl
the imagination. That such knowledg
could possibly be assumed to be p
requisite for success in higher educ
tion is absurd.

—James O. Strong, *English teache
Sterling Heights (Michigan) Hig
School.*

The opinions and conclusions of Alle
Nairn and associates are biased an
misleading. The relationship betwee
SAT scores and parental income is sig
nificant, since the standardization of t
SAT is independent of parental
come.

The finding that college freshmen
grades do not correlate with parents'
income should not be surprising. T
"hunger factor" is involved here. Thi
classic example cites two college fresh
men. The one wealthy enough to have a
car at school flunks out, while the one
who has to work part time makes the
dean's list.

College admissions officers know that SAT scores are just *one* predictor of college success. For this reason, extracurricular activities, high school class rank, and comments by guidance counselors are also used as selection criteria.

If SAT's didn't exist, colleges would have to invent some other standardized admission criterion. The trick is to know how to use standardized tests wisely and fairly.

—Warren Himmelberger, *retired mathematics teacher, Wellesley Hills, Massachusetts.*

Child Care—It's Special

We take issue with the first sentence of "Vocational Education and the Handicapped" (April-May) in which a student says that without vocational training she would ". . . probably be going to work at a day-care center." We feel that such a statement denigrates the vocation of child care and reflects what too many people believe: that *anyone* can work with children.

Couldn't the student's remark have been edited to mean she would have had to work at something she was not interested in had she not had training?

—Maxine Fjare, Roberta Ozaydin, Marilyn Bennett, and June White, *Child Development Program/Developmental Disabilities Program, Iowa Western Community College, Council Bluffs.*

Teaching as a Conserving Activity

James D. Kraft's review of Postman's *Teaching as a Conserving Activity* ("Books," February-March) does not do justice to an extremely interesting and thoughtful look at contemporary America.

Postman has convinced me that ". . . television is not only a curriculum but constitutes the major educational enterprise now being undertaken in the United States." Postman argues that classroom education must try to conserve tradition as a counterbalance to electronic media. He sees electronic information (with TV at the center) as ". . . fundamentally hostile to linear modes of expression, so that both writing and speech must lose some of their power."

Postman values the kind of mental development that schools promote: concepts and knowledge and ways of knowing that stress the importance of detachment, objectivity, analysis, and criticism."

In my opinion, Postman has made a convincing argument in support of classroom education as idea-centered and coherent—as opposed to TV, which he sees as discontinuous in content, immediate in gratification, present-centered, and nonanalytical.

Word-centered education—not picture-centered—is what Postman is promoting, and I would find nothing wrong with that if the school population were composed only of students able to benefit from such a rigorously structured curriculum. Postman's idea of what should go on in a school is based on the assumption that all students would have no difficulties with it.

We all know, however, that all students do not learn the same way; i.e., many have difficulty expressing themselves if limited only to language. Perhaps Postman might take this into consideration in his next book.

—Robert E. Brown, *social studies teacher, Pine Street School, Southbridge, Massachusetts.*

PHOTO CREDITS

Cover: Department of Education; pp. 22, 23, 24: Robert Goodman; p. 30: Beverly Thomas; p. 39: Carolyn Boiarsky; pp. 48, 57, 78: Joe DiDio; p. 53: ABC Television; p. 89: Gary Obermeyer.

Art Museum, Honduras Style.

The Copan Ruins.

TAN SAHSA

"The International Airlines of Honduras." Serving all of Central America.

Explore the mysteries of the 1500 year-old Mayan ruins at Copan and much more of Honduras, the unbeatable Caribbean retreat that's off the beaten path. It costs just $499, including round-trip air fare from Miami ($509 from New Orleans), five nights in hotels (per person, double occupancy), tours and most meals.

For information on Honduras tour packages, call your travel agent or mail this coupon.

Name _____

Address _____

City _____

State _____ Zip _____

HONDURAS

For the Well-Traveled Adventurer

Mail to: Honduras Tourist Bureau I 530 W. 6th St., Suite 401, Dept. TE, Los Angeles, CA 90014 (213) 485-0285

CIRCLE QUICK-ACTION CARD NO. 10

Dd Ee Ff
Nn Oo
LOVELACE 80

OVER THE DINNER TABLE

What Kids Really Say About Teachers

You Would Be Pleasantly Surprised

By PHYLLIS NAYLOR

Phyllis Naylor is the author of 38 books, three of them for adults. The latest, Reflections, is to be a major motion picture starring Sally Field. She and her husband, a speech pathologist, live in Bethesda, Maryland, with their two sons. The three schools that the boys have attended or are attending now are Ashburton Elementary, North Bethesda Junior High, and Walter Johnson High School, all in the Montgomery County system.

As the mother of two sons, 14 and 17, I have a vested interest in the schools. My antennae are out in several different directions, and I'm hearing a lot these days about teacher burnout, blowout, and wearout. I'm particularly dismayed when I read that more and more teachers are taking off for the summer and never coming back.

"Hey, Teach!" a sullen kid says on visiting day as we parents watch curiously from the back of the room. "How come we didn't get our papers back this morning?"

"I'm sorry," comes the reply, "but something came up."

"Yeah, sure!" says the kid with sarcasm smeared all over his face as he hoists himself up on top of the radiator where he sits throughout the period, whistling through his teeth and occasionally motioning to someone out on the soccer field.

"The little brat," a still small voice, which certainly is not patience, bleats inside me. "A swat on the behind, that's what he needs."

I know that what I am witnessing is so mild an example of disrespect that most teachers today would not give it much thought. As the session progresses, I am painfully aware of how often the class period is interrupted not only by remarks from the students, but by reminders over the loudspeaker, messengers arriving from the office, and mandatory collecting of forms.

As I watch the heroic and strangely successful effort on the part of the teacher to cope, I remember how, 24 years ago, with only a junior college background, I received a temporary certificate to help relieve the teacher shortage. With no education courses, no studies in child psychology—with nothing more, in fact, than a folder of patterned cutouts I had once used in a Sunday School class—I entered a third grade classroom in Hazelcrest, Illinois, somewhere east of Chicago.

The school, a converted house, had only three classrooms. Most of the children went home for lunch and came back again at one o'clock. Probably because I was young and scared, the pupils tolerated me. Not only that, they obeyed. If I said that there would be no recess until the room was quiet, all noise instantly ceased. If I said that a certain somebody was to stay after school, there was no back talk. When a pupil had a question, he or she raised a hand. That was just the way things were supposed to be in the fifties.

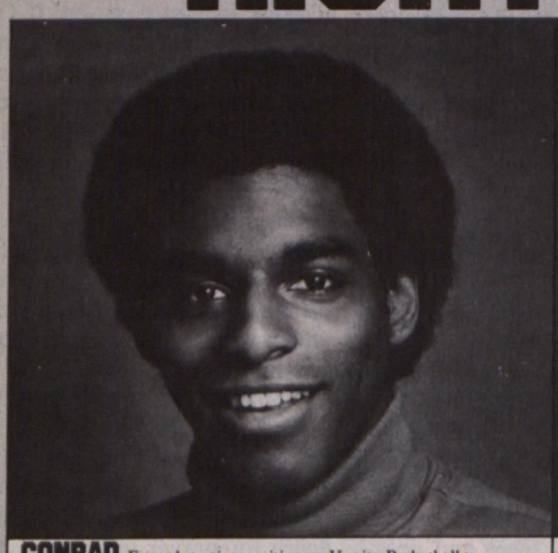
I don't think I could function in a classroom now. I don't think I could tolerate talking to one half of the students while the others wandered about. I don't think I could stand the chronic undercurrent of murmurs, comments, and ridicule.

Not only that, but I know all about these citizen groups that spy on teachers and nose through textbooks and eavesdrop on classrooms. I know about the people who would fight to the death for prayer in the classroom and those who would fight to keep it out. I know about the parents who object to sex education in the schools and about the ones who blame the educational system if schoolgirls get pregnant. I know what happens to teachers who tell more than the local code will allow. (I know what happened to me back in Hazelcrest when a child asked how in the world babies ever got into mothers in the first place, and I told her.)

It's a right of parents to be concerned and informed about their child's education, of course, and most teachers probably wish that parents showed a little more interest and enthusiasm. But if parents make a fuss over every small clash of ideas, they'll find themselves in the school office once a week. "Don't sweat the little things" is our own motto, and we encourage our sons to handle their own problems at school whenever possible.

I know how easy it is for a teacher to have a bad day, to say something rash and to realize later that hastily spoken words have hurt a child. During my brief tenure as a teacher, my students went through a note-passing stage. One day, when I was feeling particularly playful, I intercepted a note and said I would read it to the class. It was an innocuous little thing, but to have some fun and give the children a break, I pretended to read a love letter. When I came to the signature and the chil-

WHO'S THE ARMY RIGHT FOR?



CONRAD Earned starting position on Varsity Basketball team. After graduation, Conrad hopes to turn after-school job at Sears into a full time career.

PEDRO "Mr. School Spirit." Member of Debating Team for four years! First student in history of school to do so. Look for Pedro to make Dean's List at the college of his choice.

RHONA We'll all miss the gossipy anecdotes that enlivened the school paper. Rhona has her heart set on a business career before settling down to marriage.

GEORGE A mid-year transfer student, George's plans after graduation are incomplete. We wish George success in whatever career he chooses.

George isn't the only kind of student who might get a lot out of the Army.

Many other students could also benefit from serving in the Army.

The Army could help an uncertain student try college part-time during off-duty hours, paying up to 75% of the tuition for approved courses.

The Army could help a student who has plans accumulate as much as $12,100 for future education.*

Our Veterans' Educational Assistance Program (VEAP) benefits and our generous educational bonuses for certain specialties can add up to that much in just three years.

Another student might want to travel a little.

The Army has posts in Europe, Alaska, Hawaii, Panama, Korea and all across the continental U.S.

If you want more information about the many educational opportunities the Army can offer your students, write to: Education Liaison Div., USAREC, Ft. Sheridan, Ill. 60037. Or call toll free: 800-421-4422. In California, 800-252-0011; Alaska, Hawaii and Puerto Rico: 800-423-2769.

TODAY'S ARMY IS AN EDUCATION, TOO.

*VEAP benefits and educational bonuses for certain four-year enlistments can total $14,100.

dren were all holding their breath, I looked about the room and impulsively said the name of a girl who had nothing whatsoever to do with the note. I thought that she would laugh with the others and that everyone would know that this was all in jest.

The others laughed, but the girl did not. She gave me an incredulous look of hurt and betrayal, and though I apologized immediately, the damage had been done.

Later, in the tiny office at the back of the school, I anguished over the incident, astonished at my lack of empathy and common sense. A very wise teacher, many years older than I, listened quietly and said, "If this is the worst thing you ever do as a teacher, you will have reason to be quite proud of yourself."

I didn't stay around to find out. Other fields beckoned. But I have been associated with schools ever since, in one way or another, and I know how easy it is to blame them for problems that society can't deal with either, how easy to demand control and tolerance from teachers when the parents themselves may have given up on the children.

This is certainly not to say that teachers are always right or reasonable or mature. Over our dinner table, we have heard about the teacher who threw chalk at the blackboard when he was angry and the one who assigned as punishment a 500-word essay on fairies. They certainly made for interesting table conversation, much better than a prolonged discussion about meat loaf. But we have heard a large number of indirect compliments to teachers over our table as well, and perhaps it's time to go public. To the following teachers, blessings forever:

• To the primary teacher who never raised her voice, but got the attention of the class by lowering it instead. She had a marvelous calming effect on the nervous systems of beginning first graders.

• To the band instructor who, when Michael blew his first playing test, said, "It's normal to be nervous. Take your time and try again." How easy it would have been to make him forever anxious about performing in public.

• To the geography teacher who refused to give one of our sons full credit on an assignment he had forgotten to turn in, even though he had prepared it. She listened to his explanation, sympathized with his forgetfulness, but let him know that to give him full credit for the assignment wouldn't be fair to the other children who had remembered. Her decision made him angry, but it was a good introduction to adult life, where reports must be turned in on schedule and conferences attended on time.

• To the English teacher who demanded a lot from his students in both assignments and behavior. Our boys complained loudly about his strictness and high expectations, but his grading system was so fair, his rules so explicit, and his instruction so thorough that they have voted him one of the best.

• To the physical education instructor who, aware of our one son's embarrassment over his skimpy height and weight, focused instead on his speed and agility and all the other things he could do well, making the long wait for puberty much more tolerable.

• To the math teacher who never ridiculed a child for a question and whose major goal was to convince each student that he or she *did* have the capability to learn, that math was not beyond his or her reach.

• To the teacher who helped Jeff realize that there have been many times in history besides our own when the world was in peril. When, during a discussion of international problems, I said, "Don't you wish we could just sail to a tropical isle for the rest of our lives?" Jeff replied, "You have to be a part of the solution, Mom, not the problem. That's what my history teacher says."

The three qualities of a teacher that seem to count the most with our boys are kindness, fairness, and humor. More often than not, a beloved teacher was also strict. Our boys often do not remember a favorite for any particular incident but just for the day-to-day atmosphere in the classroom, the fact that a student could count on his or her word. Yet our boys vividly recall even those who are not favorites for a profound observation they made or a fascinating experiment they introduced in class or an occasion on which they were undeniably just.

You may wonder sometimes if you matter. You may think that everything you teach, you believe, you feel, is lost, irrevocably, forever, on your students.

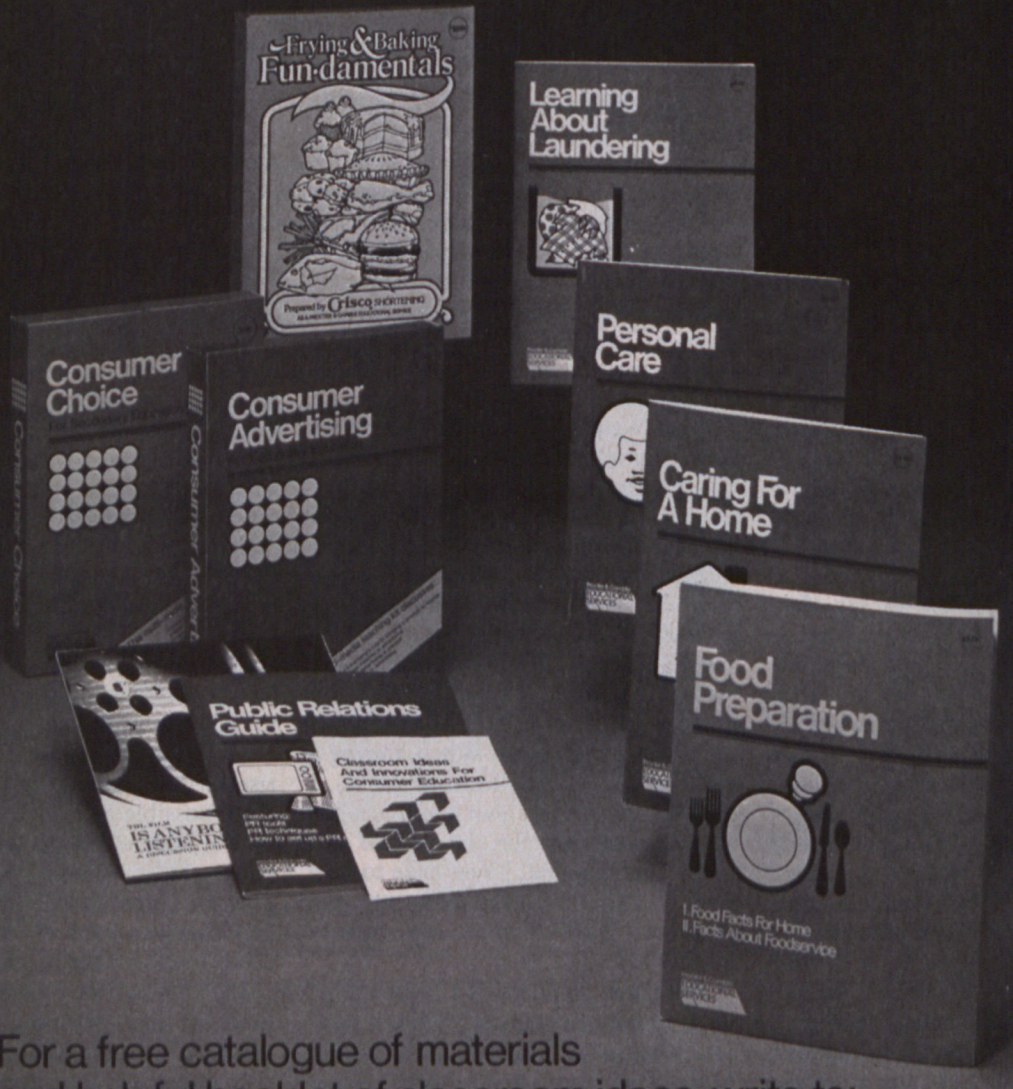
As parents, we know better. We hear a little something about you every day. We know when the class was rude. We heard about the day there was a substitute teacher in band and all the boys, ours included, changed instruments. We heard about your coming operation and the death of your sister and the theft of your purse. We know, by the way our boys report about a discussion in your class, that you imparted a certain magic last Friday.

Our children may act cool in the classroom, because coolness is in vogue, but they care about you more than you think. When you lose your temper three straight days in a row, they worry about your love life. If you live alone, they wonder how you are going to spend the holidays. They feel terrible about the way the class behaved on the last field trip. They want you to know that they weren't a part of it, but aren't quite sure how to tell you. There's a silent majority out there secretly rooting for you, whether you realize it or not.

Sometimes we have to remind our boys that teachers, too, have problems —that occasionally they speak out in anger or on impulse. We are particularly grateful when you are big enough to tell students that you have been wrong. You've no idea how high you rise in their esteem, how you make it more possible for them to do the same in a similar situation. As parents, we know what a premium a young person puts on a compliment from you. The fact that *you* said it—in front of the class, too!—makes it official.

It's all a part of your job, I know—a part of your training. You became teachers because you like children, and you enjoy sending them from your classrooms at the end of the year more capable and confident than they were before. I know, I know. And we're not the only ones who know. The den mother, the carpool father, the grandmother who waits for the children to get home from school—anyone who cares for today's children—stands in awe of the teacher who can cope with them six hours at a stretch and do so remarkably well. □

Classroom Materials For Educators



For a free catalogue of materials and helpful booklet of classroom ideas, write to:

Procter & Gamble
EDUCATIONAL SERVICES

Procter & Gamble
Educational Services
P.O. Box 14009
Cincinnati, Ohio 45214

CIRCLE QUICK-ACTION CARD NO. 28

Teacher Opinion Poll

Attacks on Teachers

An estimated 113,000 of the nation's 2,184,000 public school teachers were physically attacked by a student during a recent 12-month period. Of those attacked, 2,500 were seriously injured, and 26,000 suffered minor injuries. Another 45,000 suffered emotionally as a result of the attack. Although the assaults occurred more often in large urban school systems, significant numbers of teachers were also attacked in suburban, small town, and rural areas.

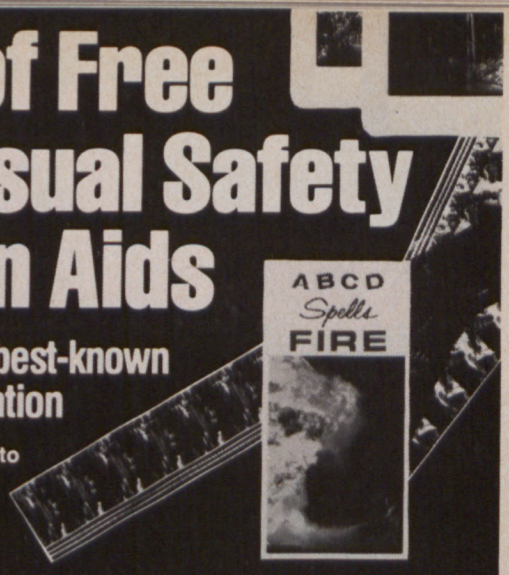
These are some results from NEA's latest Teacher Opinion Poll. A nationwide sample of public school teachers participated in the survey, which was completed in May 1980.

The survey also revealed the following estimates:

- Teachers believed about 60 percent of the attacks were intentional.
- Some 11,000 teachers missed an average of five days of school to recuperate from attacks.
- About 85 percent of those assaulted reported the incident to school officials. About 15 percent reported the attack to law enforcement officials.
- In about 90 percent of the cases, neither school personnel nor police filed charges. About 6 percent of the teachers filed charges themselves; while 2 percent had charges filed by the school system; and 2 percent, by the police.
- Of those who did not report the incident to anyone, many said that they considered being seen as a failure.
- In 25 percent of the cases, no one took disciplinary action against the students, even though the teachers involved thought someone should have. In another 25 percent of the cases, teachers thought the action taken was too little.
- About 25 percent of all teachers are frequently concerned that a student may physically attack them.
- Although a majority of teachers feel their school's disciplinary policy is clearly written, they believe that it is not strict enough or comprehensive enough. They also believe the written policy is not applied consistently.

—NEA Research.

Catalog of Free Audio/Visual Safety Education Aids



From UL, the world's best-known safety testing organization

Here's a great source for material to build student interest in safety:

- **16 mm color films**
- **35 mm slide presentations**
- **Brochures • Pamphlets**
- **Literature**

Subjects covered include fire, electrical power, product torture tests and the story behind Underwriters Laboratories.

Write Now for Catalog

UNDERWRITERS LABORATORIES INC.®

Underwriters Laboratories Inc. TE9-80
Educational Department
333 Pfingsten Rd., Northbrook, Illinois 60062

Please send me your catalog of free teaching aids on safety.

Name _____

School _____

Address _____

City _____ State _____ Zip _____

CIRCLE QUICK-ACTION CARD NO. 51

Now... COSMOS can be captured

Good news for educators... PBS's 13-part television series **COSMOS** is available for off-air record rights and unlimited use over a period extending from Fall, 1980 to Fall, 1985.

Hosted by Pulitzer prize-winner Dr. Carl Sagan, **COSMOS** explores the wonders of man's universe in a spectacular voyage through space and time.

For information or to place a registration/rights order call:

1-800-421-9362
1-800-252-2013
(California only)
or write:

KCET—COSMOS
P.O. Box 27928
Los Angeles, CA 90027

COSMOS is a joint project of Carl Sagan Productions and KCET, and is made possible by grants from the Atlantic Richfield Company, the Corporation for Public Broadcasting and the Arthur Vining Davis Foundations. The BBC and Polytel International are co-producers. COSMOS off-air recording rights made possible by an additional grant from CPB.

CIRCLE QUICK-ACTION CARD NO. 5

Do you know what the word "security" means?

Webster defines it as: "Freedom from danger, fear, or want."

P.I.P. defines it as: "The opportunity to become an independent franchise owner with P.I.P.—America's #1 While-U-Wait Printer and the World's Largest Printing Chain.

And the opportunity is *now!*

Why not talk to the P.I.P. printer in your neighborhood. Get the story from an independent businessman who knows what "security" really means.

Then call or write P.I.P. Franchise Director. Call collect (213) 653-8750.

pip®

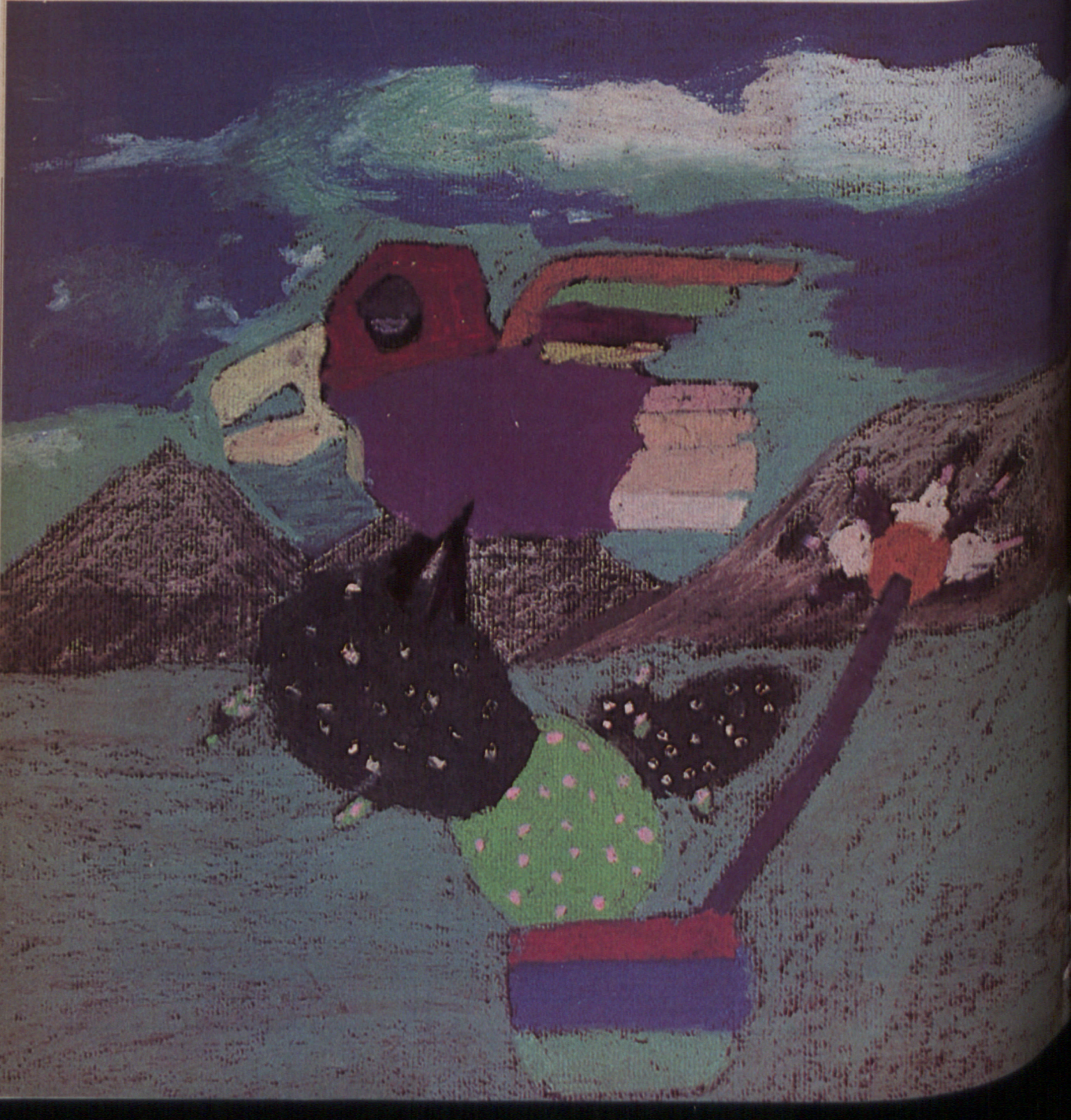
OVER 575 LOCATIONS

***pip*-POSTAL INSTANT PRESS**

8201 Beverly Boulevard
Los Angeles, CA 90048

An Intercultural Experience for Teachers and Students

MÉXICO VISTO POR SUS NIÑOS



Time is like the day: for the young it is the dawn, for the old man it is dusk.

When I go out at night, I see the little stars that call me.

These lines written by a Mexican child open *México Visto Por Sus Niños* (*Mexico as Seen by Her Children*), a book of Mexican children's art and writing.

From the cultural perspective of the Mexican child who wrote those lines, we gain a view of time, youth, age, and identification with the natural world. This young poet projects a harmony that is essential to his view of the world and place in it.

Mexico as Seen by Her Children allows the child as author or artist to open our eyes to Mexico. Pablo Picasso recognized the importance of the child's vision of the world when he said, "It took me many years to learn how to draw like . . . children." Likewise, we recognize the contribution children can make in our efforts to see the world family of many nations more harmoniously.

Mexico as Seen by Her Children contains the creative expression of children three to 16 years of age from all parts of Mexico. The Fideicomiso, a trust created by U.S. and Mexican corporations and Mexican government agencies, made possible the creation and publication of the book. It was edited, designed, and printed in Mexico under the personal sponsorship of Carmen Romano de López Portillo, wife of Mexico's president.

The trust ensures that the students of Mexico will benefit from the creativity of the children who produced the art and writing. It guarantees that proceeds from the sale of the book will provide scholarships for Mexican children.

Two events in 1979 marked the culmination of a dream that had taken more than two years to realize. Sra. López Portillo awarded the first scholarship in June of that year at a nationally televised ceremony in Mexico City. At a later ceremony at the White House in Washington, DC, five of the children who contributed to the book presented a copy of it to Rosalynn Carter.

The first step toward making the dream a reality had been to send out requests to all schoolchildren throughout Mexico for their art and writing. The Fideicomiso solicited the cooperation and assistance of teachers and parents all over Mexico, and sent art and writing supplies to even the most remote villages. Sometimes these supplies took three-to-four days by burro to reach the children. Later, the children's art and writing made the return journey in the same way.

Finally, more than 100,000 pieces of student work were in hand, and the difficult selection process began. During the process, the selectors made no editorial changes in any individual's work. They chose works from children of all ages who expressed a variety of perspectives on many topics. The children's integrity and freedom of expression were uppermost in the minds of the selectors.

The collection that resulted from this process has a richness and variety that provides insight into the beauty and cultural diversity of Mexico. The children give refreshing perspectives

on Mexican history before the Spanish conquest, Spain's discovery and conquest of Mexico, colonial Mexico, the treasure of liberty, the national hero Juárez, the Mexican Revolution after 1910, Mexico as it is today, the United States, school, village and country, man and woman, the Charro, fiesta, and even the children's view of themselves and their hopes for their country.

In the summer of 1979, *Mexico as Seen by Her Children* reached the National Foundation for the Improvement of Education (NFIE), a foundation created by the National Education Association. NFIE immediately recognized it as a rich resource for elementary and secondary teachers. The Foundation believes that U.S. children can learn about the culture of Mexico from its children. Teachers of bilingual education and of foreign languages will find it especially useful as a motivational supplement to regular curriculums.

The Foundation obtained permission to publish the book in the United States. Subsequently, the Office of Bilingual Education, U.S. Office of Education (now the Department of Education), with the strong support of its director, Josué González, awarded NFIE a contract to develop, pilot test, and publish a comprehensive instructional kit to accompany the book.

Throughout the year-long project, the Mexican Ministry of Education cooperated closely with the NFIE. Educators who make up NFIE's project staff—all of intercultural backgrounds—developed and pilot tested materials for the instructional kit in both Spanish and English language classrooms in Connecticut, Virginia, New Mexico, and California. Teachers from other parts of the country, also, reviewed the book and instructional materials. The results are instructional materials that are teacher tested and learner verified.

Creating and testing the kit materials has confirmed the NFIE's initial conviction that *México Visto Por Sus Niños* can be used by teachers in numerous ways for multiple purposes. While the book and instructional materials are valuable for both lower elementary and secondary grades, they concentrate on grades four, five, and six.

One section of the kit helps the

teacher see through the eyes of a child. This part—*the teacher as learner*—includes an introduction to the child's world of perception and expression, a cultural history of Mexico, a discussion of the values expressed by Mexican children, and a recording of Mexican children introducing themselves to their U.S. counterparts by reading passages from their book.

Another part of the kit addresses *the teacher as teacher*. It contains a list of historical events, a glossary of unfamiliar terms, a bibliography of available print and nonprint materials, and two sections on teaching strategies.

The section on teaching Mexican culture explains the necessity, when teaching about any other culture, of upholding the integrity of that culture. This involves the principles of fairness and honesty in discussing customs that, in many cases, will be different from one's own cultural norm. In other words, the teacher's role is to promote intercultural understanding in students.

The kit's other section on teaching strategies discusses various ways *Mexico as Seen by Her Children* can be used:

- As a source book alone, without supplementary materials
- As a source of motivation for students
- As a resource on various topics being studied
- As a major component of an art or music curriculum

The Mexican children's expressions will be the primary motivator for U.S. students.

- As a supplement to parts of the core curriculum.

Project staff have created materials to accommodate numerous instructional purposes and a variety of teaching styles. They encourage teachers to use the book in more than one way for more than one purpose, while maintaining the book's integrity at all times.

The part of the kit labeled *the teacher as facilitator* includes various other instructional materials: recordings, posters, and special-purpose cards. The recordings are of Mexican children reading their poems and singing Mexican songs. The posters help the teacher create a classroom environment that will spark students' interest. The more than 60 special-purpose cards provide graphic details of how various teaching strategies and activities interrelate.

Resource activity cards describe activities that can be used within each topic area and theme of the book in relation to social studies, English and Spanish language arts, music, and art. Resource enrichment cards give the teacher additional activities beyond those in the keyed core curriculum. Music cards include scores for singing and playing.

The cards are keyed and indexed for flexibility and practicality. For example, for units on biography or the environment, teachers would select only cards keyed for either purpose. Or if a teacher wanted to concentrate strictly on social studies, he or she would select the cards keyed for that focus. By facilitating so many approaches to the book, designers of the instructional materials have freed teachers to use it in a great variety of ways.

Regardless of how teachers use the book, the Mexican children's expressions will be the primary motivator for U.S. students, according to pilot test results. Reading the Mexican children's messages will inspire U.S. students to explore not only Mexican culture but also their own. Pilot tests reveal that this interactive process begins almost immediately.

To nurture the interactive process, teachers must help students recognize that their Mexican counterparts are speaking from their culturally specific frames of reference. For example:

Love is sown and grows like a plant. I have discovered that plants are like me, because they grow too, and reproduce and then the time comes to die.

Or

Surely our Indians suffered, but
they also left us the pyramids.

Or

Do we know what fatherland means? Fatherland is the land, the land of our ancestors.

Or

I ask everybody in the world and especially the Mexican people to treat one another as true brothers and I wish that discrimination between people would not exist and that there would not be any more wars between the great nations of the world because it would be a real tomb and the end of the planet Earth.

Or

Other countries are pretty
but not as pretty as mine.

Or

I adore my country because of its birds,
its songs and the crying of the men who
fought to defend it.

The starting point for interaction is for U.S. children to realize that these statements are by individual Mexican children about their own country—Mexico. What will U.S. students want to say in response? Perhaps they will want to express their feelings in art, writing, and music about their own school, locale, or nation.

Teachers should be prepared for highly motivated and creative responses. Even students previously unmotivated and unresponsive usually become excited about Mexico after reading *Mexico as Seen by Her Children*. The Mexican children have become teachers to them in a very real sense.

Mexico as Seen by Her Children and the educational project built around it are an example of bicultural cooperation between the governments of Mexico and the United States. The results of that effort should be of immense educational and cultural benefit to teachers and students in classrooms all across the country. □

NFIE is able to make a special introductory offer to NEA members to purchase the book at $11.95 (plus $2 postage and handling). A set of the instructional materials accompanies the book. Please specify Spanish or English language edition. Orders should be sent with check or money order for $13.95 to NFIE, Room 804E, 1201 16th St., N.W., Washington, DC 20036. Please allow 60 days for delivery.

Although mathematics avoidance and mathematics anxiety are not unknown among men and boys, the twin problems of underenrollment in and stressful experiences with mathematics are particularly pronounced in girls and women.

According to the results of a new study conducted by the Education Commission of the States (see Research Clues in this issue for a summary), the differences between males' and females' achievement and participation in mathematics become "acute" toward the end of their high school years. As many women as men take lower-level courses, such as first year algebra and geometry; but in the courses beyond second year algebra, men are in the majority.[1] Why is this so? And what can teachers do to change these patterns?

As a nonmathematician, I first became interested in this phenomenon in 1974 when I was investigating mathematics avoidance among women college students at Wesleyan University in Connecticut. I found that not only were female students underprepared, but many—if not most—were determined "math avoiders" by the time they entered college. They were convinced that they could not "do math" and were fearful of studying any subject that required mastery even at the level of mathematics (Algebra II, for example) that many of them had already reached in high school.

We all know how critical mathematics has become in many career fields. Lucy Sells, who has been important in articulating the concept of the "mathematics filter," investigated the prerequisites and course programs at the University of California at Berkeley in 1974. She found that without three-and-a-half years of high school math, entering students would have three-quarters of the college majors closed to them even before they began their college study.[2]

To find the source of the fear of, hostility to, and alienation from the study of mathematics, Wesleyan University designed a math clinic staffed by counselors and math instructors. One technique we used to answer these questions was to ask students to give their math autobiographies to the counselors. From analyses of dozens of these autobiographies, people from interviews with teachers, people who like math and do well at it, and learning psychologists, we concluded that many of these people are not natively "dumb in math." Rather they are influenced by some or all of the following factors.

Mysteries and Myths. Most people who think about mathematics—whether they do math well or poorly—think of mathematics aptitude as a gift rather than as a set of skills that can be learned, practiced, and developed. They believe in the myth of a mathematical mind which one is born with or not. The myth pervades the explanations people give of their own failures at mathematics. Finding that no one in their family is particularly good at mathematics, they incorrectly infer that math aptitude is a genetic trait. Or, experiencing difficulty in the elementary grades and comparing themselves unfavorably to some fellow student who seems to answer questions before the teacher finishes posing them, they become convinced that they cannot and will never be able to do mathematics.

Since most people do not have fixed

By SHEILA TOBIAS
Program Associate, Institute for the Study of Anxiety in Learning, Washington School of Psychiatry; General Manager, Overcoming Math Anxiety, a consulting and training service for education and industry, Washington, DC; Author of Overcoming Math Anxiety, *now available in paperback from Houghton-Mifflin.*

ANXIETY: What You Can Do About It

hand knowledge of how mathematicians really work, they develop other myths. They believe, for example, that people who are able in mathematics do math instantly; find mental arithmetic easy; and more importantly, come up with the right formula or the right approach after but a moment or two of thought. Thus, when their own—however brief—reflections on problems do not give rise to such immediate solutions, they panic and stop working. They do not learn to flounder constructively, to try many different approaches. Consequently, when a helpful teacher suggests they spend just a little more time on a problem, they are without resources. The use of timed tests—about which more will be said later—only reinforces this view that good work in mathematics is instantaneous.

A third myth—and one that is of particular interest to those who are trying to attract more girls and women into mathematics—is the idea that mathematics is a male domain. Math educator Elizabeth Fennema and psychologist Julia Sherman have studied this notion extensively, and Lynn Fox discusses it in some detail in a new book entitled *Women and the Mathematical Mystique*.[3] For some girls the fear of being good in math is just as paralyzing as the fear of being dumb in math. Many take the route of avoidance: others stay in elective math classes but try to be as invisible as possible.

Inadequate Out-of-Class Experience. Some children and adults practice mathematics all the time. In George Pólya's words, they "think about the world mathematically," wondering, for example, as they take off in an airplane how the rate of acceleration could be calculated. Others are encouraged at home to learn problem-solving skills by playing chess or handling mechanical challenges. Still others, especially those involved in athletics, develop good spatial sense—tracking a ball with their eyes, figuring out its probable trajectory, and getting themselves in precisely the right spot to catch it.

It appears, again from the math autobiographies, that other children, including many of those who have trouble learning math, do not have such experiences. Girls in particular are not given the kinds of toys that develop skills in building, problem solving, and spatial visualization.

The whole area of spatial skills is under study, but it is interesting to note that spatial skills—however necessary or useful they are in some fields of mathematics—are not explicitly taught in the lower grades. One of the recommendations people like me are making to the education community is that spatial skills be considered basic skills and that ways be found to teach them.[4]

Language, Mathematics, and Mistaken Meaning. In the case of many girls—and some boys—their advanced verbal skills may present problems for them in mathematics. Some words used in math have so many connotations that they seem ambiguous to students who are interested in and responsive to language. For example, several highly verbal young women have said that words like *of*—meaning *times* in fraction multiplication—"always seemed to us to mean *divide*, so we had to stop and try to remember what *of* really meant in mathematics." Similarly, in a recent survey of mathematically naive college students, most of the students guessed wrong when asked to select which of two variables in a simple function (e.g., $y = 4x$) would be the "independent" one. They guessed *y* because "it is standing out there alone and by itself."

Other students never learn how to *read* mathematics. Trained on non-mathematical texts to skim and to follow verbal cues, they find themselves "studying math" but not remembering what they read. In the math clinics springing up in colleges around the country, considerable attention is paid both to the special language of mathematics and to learning how to read math texts.

Stress in the Classroom. Many students who develop a fear of, and a hostility to, the study of mathematics, recall the pain and stress they experienced in mathematics classes. Their memories usually center on "going to the blackboard and revealing their stupidity," timed tests that made them too nervous to work, frequent quizzes with inordinate attention paid to getting the right answer, teachers' concern about students' cheating, and excessive competitiveness in the classroom.

The result of these experiences translates at some point in their growing-up years into a negative picture of themselves in relation to mathematics. They do not trust their intuition. They worry about making mistakes and are unhappy when they make them, not realizing how much they can learn about their own thinking and about mathematics by looking closely at their errors. They are hard on themselves—demanding sometimes even more than the teacher demands—and they feel threatened by having to perform in class or in the outside world when it comes to handling numbers or solving problems.

In order to "recapture" such people into mathematics, more than remediation is necessary. Indeed, according to people who have worked with ex-math students at the post secondary level, simply putting such math-rejectors back into the same environment that generated their fears and panic does them no good. Instead, in a variety of ways, new programs in colleges and universities—100 at last count—are helping these people confront the reasons for their negative attitudes toward math, develop the skills they need, and come back into mathematics with new confidence and motivation.[5]

Teachers at the elementary level who are not comfortable with mathematics owe it to themselves and to their students to undergo a similar process of confronting the sources of their own discomfort and continuing their own education in mathematics.

Teachers and counselors at the junior and senior high school levels need to counteract the myths and negative

attitudes students bring with them, not simply by mouthing truths about the utility of mathematics and the appropriateness of math for girls (and for minority students as well), but by demonstrating by their own knowledge and behavior what these truths mean. For example, counselors ought to be able to reach for the daily newspaper and show students accurately and with enthusiasm how graphs, projections, ratios, probability, and mathematical models are being used in business, public policy making, and everyday life. To do this, of course, counselors who haven't had training in mathematics or who are not comfortable with math themselves will need first to improve their own abilities and attitudes. Young people are quick to sense when advisers are not taking their own advice.

In addition, elementary and secondary teachers might collaborate with one another to find ways to teach the following:

- How to read mathematics. Comparing the language in a math textbook to that in a recipe or in the instructions on a do-it-yourself kit helps students understand that they must try out their new knowledge and not move on to the next statement until they have understood the previous one. In the same way, they should not just *skim* a mathematics text. Indeed, even the word *read* may be inadequate when referring to the mental processes of absorption necessary to comprehend math and science information. The words *elaborate* and *enlarge upon* may be more appropriate. It is not enough for students to pass their eyes across the text; they must work with it in much the way one would solve a crossword puzzle.
- How to develop the spatial skills of visualization and orientation. These give students the option of sketching a problem when just thinking about it does not lead to any clues.
- How to use formal thinking processes and notation in dealing with abstractions.
- How to approach problem solving systematically.
- How to flounder constructively. This is perhaps the most important skill of all: what to do when you don't know what to do—how to keep going, try out new ideas, substitute different numbers, enlarge upon the problem, and thus hold at bay the ever present tendency to quit.

In addition to these skills, teachers can nurture confidence in students by permitting them more latitude in pacing themselves, in setting their own goals, and in having at least some opportunity to avoid working under time pressure.

Many of those who learn to dislike math are, in my view, people who should be called *divergent thinkers*. These are imaginative, inventive learners who have never realized that they can use skills they already have to learn math. In some math clinics, instructors are exploring methods—some of which may be applicable to elementary and secondary classrooms—to keep these divergent thinkers interested in their math assignments. For instance, instructors might ask students to locate as many ways as possible to solve a problem and give credit for imaginative and multiple approaches. Or they might ask students to consider the problems they are working on and, if they are comfortable with writing, to write about the issues that these problems suggest to them. Instructors might ask, for example: What other problems does this problem remind you of? If you were to change some of the numbers in the problem, what would be the effect? How many of the numbers could you change without making the problem absurd?

For those who are comfortable with verbal learning, instructors in math clinics suggest additional sources they can read. For people who like to read about a subject before they actually sit down and do it, histories of mathematics or books about applications may stimulate interest and a desire to learn.

Using a "math-by-committee" system developed by some of the new intervention programs, instructors encourage students to collaborate. It takes college-age students and adults some time to learn how to do mathematics together because they have been socialized to work competitively and alone. But they are good peer tutors, and such collaborative techniques relieve much of the stress in learning mathematics.

Instructors in math clinics also encourage students to watch out for *disabling* behavior. Perhaps this consists of nothing more serious than bad habits its students have that keep them from enjoying or persisting at mathematics. Several techniques can help forestall the development of such behavior. Students who are old enough to have some distance on themselves, for example, can keep a math diary in which they list all the times they use math during a week as well as describe how they *feel* when they encounter these situations. The math diary can help prevent students from talking themselves into failure: "This is the kind of problem I can never do." "If I don't get this problem right, I'll be angry with myself." "This was too easy; getting it right doesn't really increase my confidence."

Instructors in math anxiety clinics may also let students choose their own texts because they find that one au-

---

Sources

The Institute for the Study of Anxiety in Learning, with the financial support of the U.S. Department of Education's Fund for the Improvement of Postsecondary Education, has produced four manuals on mathematics anxiety and related subjects.

- A *directory* of some 100 postsecondary programs around the country
- A *resource manual* for counselors and math instructors on techniques for reducing math anxiety
- A *self-assessment kit* to help students (17 and older) understand their reasons for avoiding or doing badly at mathematics
- A *bibliography* of available publications, films, and videotapes.

For ordering information, write the Institute at the Washington School of Psychiatry, 1610 New Hampshire Ave., N.W., Washington, DC 20009.

Several films and videotapes for both teachers and students are available to schools on the subject of girls and mathematics. These include *The Math-Science Connection*, a film produced by Lenore Blum at Mills College, and *Multiplying Options and Subtracting Bias*, a series of four videotapes produced by Elizabeth Fennema at the University of Wisconsin through grants made available by the Women's Educational Equity Act Program. For information on purchasing or renting these materials, write Education Development Center, 55 Chapel St., Newton, MA 02158 or call toll-free (800) 225-3088.

YOU KNOW WHAT I THINK YOU HAVE, SIR? YOU HAVE "MATH ANXIETY"
IF I ASKED YOU HOW MANY WAYS THAT NINE BOOKS COULD BE ARRANGED ON A SHELF, WHAT WOULD BE YOUR FIRST REACTION?
AAUGHH!
2-21
SEE? YOU HAVE "MATH ANXIETY"
© 1979 United Feature Syndicate, Inc.
Schulz

© 1979, United Feature Syndicate, Inc.

thor's style or point of view does not match all of their students' needs. Indeed, some students find that a subject that was previously opaque to them can be clarified simply by consulting another author.

Many educating and governing institutions will have to work together if efforts to alleviate math anxiety among young women and men are to pay off.

At the federal level, debate focuses on whether resources should be put disproportionately into studying the causes of math anxiety or in developing effective interventions to relieve it—regardless of cause.[6] In my view, researchers, teacher educators, and interventionists all have important roles to play for which resources will be needed. So far, with only one or two exceptions, schools of education are doing little work in this area. In my opinion, this will change as they appreciate the extent of the problem.

Local school districts have an important function in developing programs to recapture students who dropped out of math early in their high school careers. At the Institute for the Study of Anxiety in Learning, we are proposing a twelfth grade "experience" with mathematics designed to recapture those who dropped out of math after ninth or tenth grade. It would combine the following elements: direct confrontation with the students' reasons for avoiding or disliking math; exposure to the usefulness of mathematics; and mathematics instruction as review, enrichment, or extension of what students already know.

Tentatively entitled "Last Chance Math," the experience may not bring students up to the level they would need to reach in order to take college math, but it will give them a chance to improve what skills they have. The experience will benefit those who are not college bound by preparing them for many of the entrance and placement examinations they may encounter in trying to get a job. These are heavily weighted in favor of students who have mastered algebra and geometry.[7]

Technically, the twelfth year is not the last chance students have to study mathematics, but what we know about their behavior suggests that an opportunity to have another look at mathematics may give them the confidence they need to take more math later on.

In order to be successful, Last Chance Math would have to be supported by school administrators, math instructors, teachers in nonmathematical fields, and counselors.

The role of the counselor is crucial, not only in selling the idea to students but in participating in the experience itself. Because they are trained to listen closely and to guide students' reflections about themselves, counselors play a role in almost all the postsecondary math clinics. To be sure, high school counselors have little surplus time; but with administrative support, they can assist with the project.

While the *causes* of mathematics avoidance and anxiety may vary by sex—girls having less pressure on them to remain in math and more of a self-image problem if they do—the *cure* for mathematics avoidance and mathematics anxiety may turn out to be the same for boys and girls. According to a recent study of several "remarkable high schools"—remarkable in that they had at least 40 percent of their Advanced Placement math classes filled with girls—the factors accounting for these schools' success in keeping girls in mathematics had little to do with explicit marketing of mathematics for girls. Rather, these were schools where mathematics was presented to all students as important; where mathematics instructors worked together to plan interesting programs; where students had opportunities to make up math they missed, either by taking two math courses (such as geometry and algebra) at the same time or in summer school; and where the school community took pride in its mathematics achievement.[8]

What began, then, for many as a feminist interest in seeking equity for girls in their occupational choices has become a more general interest in seeing all students take more math. Teachers, more than any other group, can help achieve that goal. □

References

1. Education Commission of the States. *A National Assessment of Achievement and Participation of Women in Mathematics.* Denver: the Commission, 1980.
2. Lucy Sells. "Mathematics: A Critical Filter." *The Science Teacher* 45; No. 2, February 1978.
3. Lynn Fox, editor. *Women and the Mathematical Mystique.* Baltimore: Johns Hopkins, 1980.
4. Drs. Nancy Cook and Mildred Kersh, Mathematics Education Department, University of Washington, Seattle, are doing important work on teaching spatial relations.
5. For a detailed directory of such programs, see the box that appears with this article.
6. For a discussion of this debate, see Sheila Tobias and Carol Weissbrod. "Math Anxiety: An Update." *Harvard Educational Review* 50; No. 1, February 1980.
7. Joseph Watson. "Parents, Protect Your Children's Future: Get Them to Take Algebra and Geometry," San Diego: The Partnership Program in conjunction with the Third College, University of California at San Diego, n.d.
8. Patricia Lund Casserly. "Helping Able Young Women Take Math and Sciences Seriously in School." *New Voices in Counseling the Gifted.* (Edited by Nicholas Colangelo and Ronald Zaffrann.) Dubuque, IA: Kendall/Hunt, 1979.

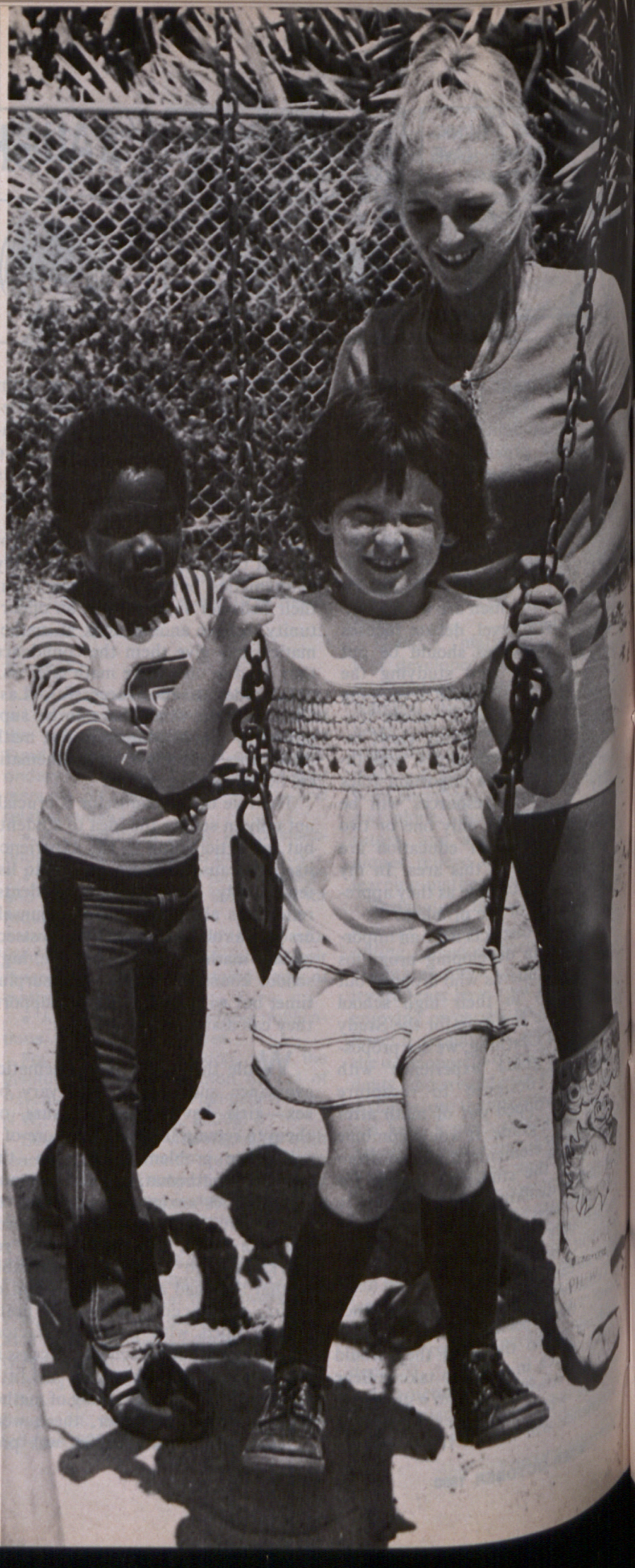
Copyright © 1980 by Sheila Tobias.

Meet Janis Hill

At about 11 o'clock every Wednesday morning, Janis Hill gets into her car at the Palm View Elementary School and drives to the Cresthaven Elementary School, where she works for the rest of the day and the rest of the week. Janis Hill is a physical education (PE) teacher.

Every day Janis Hill instructs from eight to ten 30-minute classes in the Pompano Beach, Florida, schools. She teaches about 1,000 students a week. Some of her classes are small groups of emotionally disturbed or learning disabled (LD) students.

What is a good elementary PE program like today? What adaptations are needed to fit a PE program to special students? How can PE teachers and classroom teachers help one another? These are some of the questions that led Today's Education *to interview Janis Hill. Jane Power, staff writer for the magazine, conducted the interview.*



Sports often involve competition, which some people now consider a less valuable attitude than cooperation. How do you handle cooperation and competition in your classes?

I enjoy watching proper competition among children, but I think it has to be taught. Otherwise, competitiveness leads to big problems in high school or even as early as middle school.

What would you consider proper training for competition?

I start out in the early grades with large groups working on basic skills. Children learn to work together as a group, maybe in just a simple circle game. They learn how to be patient and cooperate by taking turns.

As we get into games, I never say to a child, "You're the winner" or "You're the loser." I don't want children to learn winning and losing; I want them to learn sharing and having fun.

By the time they get into the intermediate grades, I start to build on the skills they've learned; for example, kicking a ball becomes dribbling a ball.

Starting in about third grade, I organize students into teams, but I don't give scores. I make that unimportant. Of course, some children who are competing in Little Leagues want scores. To avoid problems, I often stop games when the two sides are even. I do this throughout third and fourth grades, unless the class seems especially mature.

Usually in fifth grade we'll get into winning and losing. If the children have learned patience and cooperation from their previous years of PE, losing won't be devastating to them. They'll say, "We had a good time; you only beat us by one." Some classes will still have problems about winning and losing, and there's always the child who'll say, "We creamed you." But I try to inculcate in them attitudes of healthy competition.

Choosing up sides has been the bane of a lot of people who remember being left until last.

I do not permit the students to choose sides. I line the children up and alternate ones go on alternate teams. Two friends will think they're going to outsmart me by sticking someone in between them, but I'll change the numbering.

In this way, students really don't have the chance to scorn the heavy child or the uncoordinated child. I haven't seen a lot of cruelty in my classes anyway. There's an occasional "Oh, he can't do it." Then I say, "Well, he's on your team, so if you don't work with him, you're going to have a problem."

What do you do for children who are very uncoordinated?

When I see children who need extra help, I put them in one group and pay more attention to that group.

Often I can help uncoordinated children through simple games that involve the basic locomotor movements. At the same time the small group is getting more training, all the other children are strengthening their skill in, say, jumping.

I wish I had time to really work with those small groups. I'd like to bring together all children who need to work on particular skills, but it would be an impossible scheduling job.

I do teach a unit on playground equipment so that children will know how to use it to best advantage when I'm not around. Then when they're on the playground for free play, they can use the equipment to reinforce or develop their skills.

How has Title IX, forbidding sex discrimination in schools, affected your work?

I haven't had to change my way of doing things very much. I've always said, "We'll have a third base person, a second base person, and a first base person."

But I notice some little changes. In my class I say, "OK, line up." I don't tell students whether to make one line or two lines; they do it whichever way is normal for their class. Some of the classes that used to line up in twos—boys and girls—are now lining up single file, but some classes still line up in twos.

When I divide the students into teams, I divide them equally—boy, girl, boy, girl—for any kind of sport. The children have no problem with it—that's just the way it is.

Have the new attitudes toward women and sports changed your curriculum at all?

Years ago I would hear of PE teachers who let boys do one thing and girls do another: "Girls, you play jump rope because that's girls' stuff, and boys, you play football because that's boys' stuff." I hope that's not still going on.

I haven't changed my own curriculum because I dealt with the question of boys' and girls' activities years ago.

When I first began teaching, I ran up against a lot of "This jumping rope is girls' stuff" or "My mother said that if I don't have shorts on I can't play." Very few children will say such things any more.

When they do, I like them to answer one another's questions. Once when I heard one boy say to another, "Oh, jumping rope is for girls," his friend

replied, "You've never seen Muhammad Ali jump rope?" I realized that I didn't have to answer this kind of question anymore. The children could take care of it themselves.

Do you ever have a boys' team and a girls' team play against each other?

When somebody says, "Let us girls play against the boys," I always say, "No, we won't play against them. There's no reason to compete against them. We'll play together."

Have changes in public attitudes seemed to affect boys' and girls' attitudes towards sports?

I think so. Sports has become the thing to do, and I think that's improved students' attitudes toward PE.

With the rise in popularity of tennis and gymnastics, sports is becoming less a thing for male athletes only. We are now seeing beautiful women athletes. We've got super women golfers, bowlers, and tennis players; and the children know that, because they watch sports on television. It's becoming fashionable to be athletic—whether female or male.

What do you do with the children in a typical class period?

Time and schedules are always a big problem. Every 30 minutes I take a class through a whole cycle. I start with two or three minutes of warm-up exercises—something to build the arm strength, something to help the legs, something for balance. Then I have every child run a certain distance and back.

Finally, I give instructions for the day's activity, and we play. Afterward the children have to line up to go back to class.

All that has to take place within 30 minutes. When I'm finished with one group, the next class is waiting.

I don't even wear a watch anymore. I have a good idea of when the 30 minutes is coming to a close.

Does your schedule ever cause friction with the classroom teachers?

Sometimes problems come up. I can't blame a classroom teacher for being angry if the PE period is her only planning period, and I'm five minutes late taking the class. I understand.

Sometimes it takes a great deal of self-discipline for me to limit a class to 30 minutes. If a child has worked hard all period and finally has a turn at bat and just then I say it's time to line up, that child is not going to forgive me for a while. I have to make hard decisions in such cases, and I hope that the other teachers will understand my situation.

Do you think 30 minutes a week gives children enough PE?

I do not believe a child can have a sufficient physical education program in only 30 minutes a week. And it's really less often than that. If there's a holiday, then several classes miss PE that week.

How long would you say you ought to have with a given class?

I would like to see every child have 30 minutes a day of a good program of physical education.

Would you like to see the PE periods extended to an hour?

Not here in Florida. The heat is a problem. Starting in about March, the temperature gets to be 25, 30 degrees Celsius; 30 minutes of PE is all the children can handle. The heat becomes unbearable to me sometimes when I've been out for several hours, although I probably stand high temperatures better than most people.

Do the music and art teachers have schedules similar to yours?

Yes. I know one music teacher who teaches music in the high school early in the morning and then at 10:30 goes to teach elementary music. She switches from high school students to elementary school children every single day. I just look at her and shake my head. How does she adjust in the middle of the morning?

Does the switching cause any administrative problems?

It's difficult for principals, I think, to remember that a teacher has responsibilities in another school. A principal may forget that a teacher is working, not with 500 children in one school, but with 1,000 children in two.

Do you have any planning periods?

I have a 30-minute planning period in the middle of the day. But when I've been out in the sun for three-and-a-half hours, I can hardly—mentally or physically—bring myself to sit down and do lesson plans for the week.

The best I can do is just sit with a cold glass of water, relax, and get myself prepared for the next half of the day. But I've got to do those plans sometime, somewhere, and I do them at home in comfort after I have a shower and relax.

What has been the effect of PL 94-142, the Education for All Handicapped Children Act, on your work?

I'm glad the law is in effect. I had handicapped children in my classes before and was always sorry I had no chance to give them special instruction. Now the law says we *have* to provide a program for them. They're finally going to get an equal chance with everyone else.

I agree that most handicapped children should be with others of their own age. Children being together is a big part of physical education.

What special things do you do with students with learning disabilities?

I teach my learning disability classes the same skills that I would teach a normal class, but I give instructions differently. I go into more specific detailed directions with them than I do with other classes. I demonstrate and action and have each child demonstrate it to me. Only then do I put the students in groups. I give them a lot more individualized instruction than I give my other classes because the LD classes are small.

Do you approach emotionally disturbed children the same way?

My classes of emotionally disturbed children are usually very small—about nine students. I use much stricter rules with those classes. If I didn't, I'd be asking for some very disruptive behavior. I can't give them the choices that I can give a regular class. The lessons are very structured. I leave no time for them to go off task.

I also require a little more physical exertion from the emotionally disturbed children. They wear out much more slowly than the others. I run them maybe three times as long as the regular class, and they are still lively.

With both the LD children and the emotionally disturbed children, I watch competition very closely. Rarely will I give them a score. I will say, "Well, we're tied." They are so enthralled with the actual play, that's enough for them.

What do you think is the effect of television on children's physical development?

This is a subject for discussion in our house. My husband is in cable television, which is very popular in South Florida.

I'm glad children are watching some

television; as a child I always watched some television. But then my mother would say, "You've been in front of that thing far too long. Get yourself out in the fresh air—go play."

Parents need to use discretion not only about what children watch on TV but about how long they watch. Instead of sending their children out to play, parents today say, "Well, it's hot. Stay here and watch TV."

I look at some kids, and I know they haven't been outdoors. In South Florida, you can tell if a White child has not been the sun. Some economically disadvantaged children in this area have never seen the beach, and we live very close to it. That's sad.

Do you have ways to help the classroom teachers in their work?

The teachers are very willing to ask me to work with them, and I'm very willing to do it. For example, our first grade teachers usually have a circus every year and ask me to teach a group of children to be acrobats or baton twirlers.

One time, a teacher asked me to help reinforce the children's learning of the alphabet. We started doing our jumping jacks exercise to the alphabet, and we've been doing it that way ever since. You can hear us for a mile when we do it; the children really enjoy it.

We jump rope to numbers, and we play a hopscotch that involves addition and subtraction. The children have no idea that they're doing math, but they think it's great, and so do I.

Do you do any work on the skills the children need in learning to read?

I am getting into that more and more.

All kindergarten and first and second grade children in Florida now receive a physical exam that includes a motor test. Children with motor problems get extra motor training, because we are finding that motor problems can affect their progress in both reading and math.

Do you ever work with classroom teachers on the problems of an individual child?

We do a lot of talking amongst ourselves. A teacher told me not long ago that she looks carefully at the grades I give children—for example, in behavior and cooperation—because they're usually the same as the grades she gives. That makes me feel good. It is important to me that the faculty recognize that I can spot a problem through physical activities, while they see it through mental activities.

Do you take part in school activities just as the regular classroom teachers do?

I've always tried to. I may be labeled a "special," but I have found that rapport is much better if we all work together. So I keep as active as I can on committees. In the past, I've been a representative from the faculty to the PTA; I've served with parents on safety committees.

If there's a committee or meeting or a project for the school, I'll volunteer. I'm now at the point where I think the classroom teachers treat me as just one of the group.

What attitudes toward PE teachers have you found among regular classroom teachers? Is there any idea that because classroom teachers deal mostly with the mind, they are a little bit better?

That idea is still rampant among some teachers in the district. I've seen signs of it in schools where I've taught. But over the years I've been very vocal, very active, sometimes belligerent, and the other teachers have learned to respect what I do and what I'm trying to do. I'm comfortable with my work relationships.

Even so, someone may say, "Oh, all you have to do for a lesson is say, 'This is a ball, this is a foot.' You've got it made."

Attitudes toward physical education teachers will be a problem for a long time, but they are improving. Number one, PL 94-142 requires screening processes and tests that are showing how important motor skills are to children's learning.

Do you work with the local teachers association?

Oh yes. It's the Broward County Classroom Teachers Association. I served on the board of directors for two years, and I served on the Political Action Committee in 1976.

I worked on the Grievance Committee and the Governmental Relations Committee. I've served on the women's caucus. There were times I slept in that office—a lot of that.

You don't get tired?

I'm not a good sitter. I've got to be out moving, doing something. It might as well be something constructive, and I rally to causes.

My husband is very understanding about it. Hours are not normal in the cable TV business either—and he knows he couldn't keep me down anyway, if it came to that. He's very supportive.

Then, too, the local association keeps me close to the problems of classroom teachers. I believe in working for the cause—for teachers, for the profession. We all teach children; no matter what our subject, we have that in common. If the teaching profession improves, physical education in the schools improves.

What is your goal in teaching physical education?

I'm trying to develop the ability of my students to work together and have fun and just play. I believe our first instinct is to survive and the second is to play. I believe it; I believe it. I like to play.

What is the greatest reward you find in your work?

My greatest joy comes when I've had a class since the first grade and I give them their physical fitness test and see how many improve.

Why did you choose to teach physical education?

I grew up in the country, and the only thing we had to do was sports. I can remember playing softball, kick the can, all those games, from the time I was in third grade. When I went to junior high, I got into gymnastics, and I loved it.

I was very fond of my teachers. They were enthusiastic about sports, and sports was something I seemed to be very good at. After speaking with my teachers about being a PE teacher, I knew it was that or nothing.

Why did you choose elementary teaching?

Originally I was going to teach high school. I remember saying to my mother, "Who wants to play all those little games and babysit those little people?" I don't know why, but I took certification for elementary teaching as well as secondary teaching. After student teaching, I decided elementary teaching was the place for me.

I've been teaching in elementary school ever since. It's refreshing, it's fun. I have a good time teaching. I love it. □

The Student with EPILEPSY

First article in a series on chronic health problems of students

To many people, epilepsy is a mysterious, frightening disorder. Misinformation about the disease is prevalent. Many people, for example, have heard that a seizure victim is in danger of swallowing his or her tongue. Anyone trained in basic first aid, however, should know that this is anatomically impossible.

Correcting such misinformation on the part of teachers is important because about 1 American in every 100 has some form of epilepsy. Having an epileptic student in class is, therefore, not uncommon. Faulty information can be terrifying for the teacher who worries unnecessarily about dire possibilities such as strangling on the tongue. Having such a teacher can be harmful to the epileptic student as well. To respond properly to an epileptic student a teacher must be knowledgeable about the disorder and about the procedures to follow in the event of a seizure.

By DAVID J. ANSPAUGH
Associate Professor of Health and Safety Education, Memphis State University;
MARILYN GILLILAND
Public Education Director, Memphis Epilepsy Foundation; and
SUSAN J. ANSPAUGH
Reading Teacher, Shelby County Schools, Memphis, Tennessee.

Epilepsy is a disorder of the central nervous system characterized by sudden seizures, which usually last only a few minutes. Epileptic seizures are not always convulsive, and when they are, they are not nearly so dangerous as they look. Epilepsy is not contagious, and between seizures persons who have it function normally.

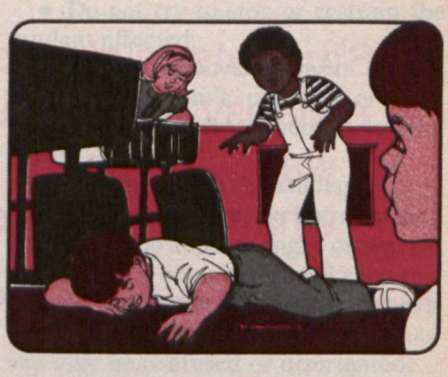
Seizures are due to abnormal electrical discharges of the brain cells. In fact, anyone who loses enough sleep or develops a severe imbalance in body chemistry can be made to have a seizure. Such episodes are not considered epileptic seizures, however, because they usually stop when the causal condition is corrected. If persons have had two or more seizures without apparent cause and if further episodes cannot be ruled out, they are likely to be diagnosed as having epilepsy. Usually there will also be some irregularity in the electroencephalogram (EEG), a recording of electrical activity in the brain.

Epilepsy is a result of damaged brain tissue, but the abnormal area may be very small and cause no symptoms other than occasional seizures. Anything

This poster helps children understand epilepsy (from the Epilepsy School Alert Kit).*

A LONG TIME AGO people were afraid of epilepsy. But now we know better. Just as some people have diabetes or have to wear eyeglasses, some have epilepsy.

EPILEPSY HAPPENS when tiny cells in the brain "act up" too much. This can make the body get out of control for a short while. But this soon goes away.



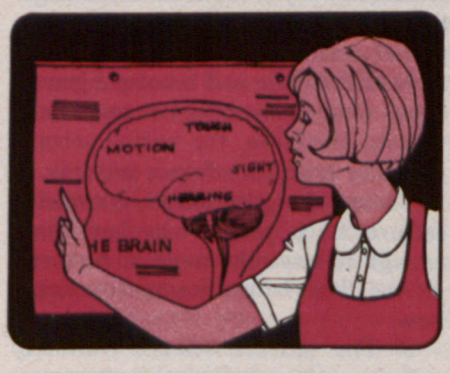
WHEN THIS HAPPENS it's called a "seizure." Some seizures are very small. Some are bigger. Most times the brain and the body are all right between seizures.

WHAT SHOULD YOU DO? Your teacher might ask you to help by moving things out of the way. Afterward, treat your friend the way *you* would want to be treated.

CAN EPILEPSY BE CURED? Doctors are looking for answers. Epilepsy is not contagious. Sometimes it can be prevented. Ask your teacher about this.

DOCTORS FIND OUT if somebody has epilepsy by examining how well the brain and nerves and muscles work together, the same way your doctor examines you.

EVERYBODY'S BRAIN makes electric "waves." A wonderful machine (that doesn't hurt!) makes pictures of the waves that help doctors look for epilepsy.



LEARNING ABOUT THE BRAIN will help you know more about epilepsy and other conditions you have heard of, like muscular dystrophy and cerebral palsy.

MEDICINE HELPS people with epilepsy. Sometimes the best medicine is to treat your friend with epilepsy just like everybody else. That's all he wants!

*Reprinted by permission of the Epilepsy Foundation of America

Students might do special reports on epilepsy to find out about its causes, ways to treat it, or the answers to whatever questions interest them.

that could damage brain tissue, then, could be the cause of seizures. A prenatal causal factor might be improper development of the brain as a result of poor maternal nutrition or a maternal infection such as German measles. A congenital infection such as toxoplasmosis (an invasion of tissue by parasitic microorganisms) can also cause seizures. Some possible causes developing after birth are infections of the nervous system, such as meningitis and encephalitis; ingestion of toxic substances like lead or alcohol; loss of oxygen to the brain from any cause; head injuries (a common cause); or brain tumors. Most types of epilepsy are idiopathic; that is, their cause cannot be identified.

Whatever the cause, several kinds of occurrences, can set off a seizure. Feeling extreme stress or fatigue, missing a meal or several doses of medicine, seeing certain patterns of light (sometimes watching television) all can cause seizures in some people. Parents can sometimes tell the teacher what is likely to cause a seizure in their child.

Knowing what seizures look like should give teachers greater self-confidence in dealing with them. Knowledgeable teachers may also be able to recognize the symptoms of youngsters who have undiagnosed epilepsy.

More than 20 different kinds of seizures have been identified; here we will describe in detail the three most common. Two of these types affect the brain as a whole and are therefore called generalized seizures. The third kind of seizure affects only a portion of the brain and is therefore a partial seizure.

1. The *generalized tonic-clonic* seizure (formerly called *grand mal* seizure) occurs most often. Its most obvious characteristic is that the seizuring person loses consciousness and collapses. The seizure has two phases: The tonic phase is characterized by muscle rigidity and blackout; it is followed by the clonic phase, during which the muscles of the entire body jerk convulsively. People in this phase of a seizure may chew (not swallow) their tongues. They may briefly stop breathing or breathe irregularly. They may also drool, turn slightly blue, vomit, and lose bowel or bladder control.

In spite of how uncomfortable people having a seizure may look, it is some consolation to realize that they are unconscious and not experiencing pain. The seizures typically last for up to two minutes but may last longer.

Some people know when they are going to have a tonic-clonic seizure. Just before, they experience a variety of internal sensations such as an unexplained fear, an unpleasant odor, an odd feeling in the stomach, or a ringing or buzzing in the ears. These sensations, which are sometimes referred to as an *aura*, are caused by the onset of seizure activity in the areas of the brain that affect those sensations. Such a partial seizure may spread to other areas of the brain and become a generalized tonic-clonic one. For some individuals, therefore, the partial seizure regularly provides advance warning of the onset of a generalized, convulsive seizure. Such people may have time enough to leave the room or lie down on the floor before losing consciousness.

2. The *absence* seizure (formerly called a *petit mal* seizure) is characterized by a very brief loss of consciousness lasting from five to 20 seconds. Like the tonic-clonic seizure, its effect is *generalized* throughout the brain. In contrast to the tonic-clonic, however, there is not likely to be any muscular involvement. Persons having absences do not fall down and jerk, but for several seconds they will look blank. Other signs may include rapid blinking of the eyes or twitching movements. The absence seizure can be mistaken for daydreaming.

Absence seizures can occur as often as 100 times a day and, as a result, may interfere greatly with children's learning. Sometimes a child with tonic-clonic seizures also has undetected absences that interfere with the learning process. Unlike the partial seizure, however, the absence seizure will not go on to become tonic-clonic. Absence seizures are the most likely to be undiagnosed, and teachers are often the ones who spot the condition.

3. As we have said, *partial* seizures involve only a portion of the brain, and consequently only activity controlled by that portion is affected. There are two types of partial seizures. A *simple partial* seizure is one in which consciousness is usually retained, but there is some involuntary activity, such as the twitching of a finger. In a *complex partial* seizure consciousness is impaired. The person will also engage in involuntary activity controlled by the portions of the brain where the seizure activity is taking place. Simple partial seizures may be seen in grammar school children; complex partial seizures are infrequent under the age of 12 or 13 years, but frequently make their first appearance around the time of puberty. Complex partial seizures are sometimes referred to as *psychomotor* or *temporal lobe* epilepsy because they often originate in the temporal lobe areas of the brain.

The involuntary activity that is characteristic includes such movements as lip-smacking, chewing, mumbling, absent-minded pulling at one's clothing, or fiddling with a small object. Some people who have complex partial seizures walk around or climb or take off their clothes.

Some complex partial seizures cause sensory perceptions not related to physical reality. For example, persons having this kind of seizure may smell something (usually unpleasant) when there is really nothing to smell, or they may see spots in front of their eyes or feel stomach pain or experience changes in color perception.

Other complex partial seizures af-

fect emotions so that people feel extreme fear or irritability for no reason. Or they may affect people's cognitive faculties so that during the seizure they don't know who they are or to whom they are talking. Often seizures involve several of these symptoms.

Persons having complex partial seizures are sometimes mistaken for being under the influence of alcohol or other drugs. Or, in a classroom, they may be considered rude and attention-seeking. As we have noted, the aura that often precedes the generalized tonic-clonic seizure is in itself a partial seizure—more precisely, a complex partial seizure.

Complex partial seizures may last from several minutes to several hours. Persons affected usually cannot remember what happened during the seizure, and afterwards they may be in a state of confusion for a while.

Even though *epilepsy* appears on a student's school health records, he or she may never have a seizure in the classroom. One reason is that control with anticonvulsant drugs is very effective. Such drugs completely control the seizures of 50 percent of the people with epilepsy. For another 30 percent the number of seizures is substantially reduced. Also, some people with epilepsy have seizures only while they are asleep, going to sleep, or waking up.

Consequently, in the case of most students with epilepsy, the teacher need have little worry that a seizure will occur at school. Some epileptic students, however, will have seizures in the classroom, and their teachers must know what to do.

Dealing with tonic-clonic seizures. When a tonic-clonic seizure occurs in the classroom, the important thing for the teacher to remember is to stay calm. The seizure will probably pass in a few minutes. The Epilepsy Foundation of America recommends the following simple ways to aid the victim of a tonic-clonic seizure:

- Note—at least mentally—the time when the seizure began.
- Send another student to notify the school nurse.
- Ask a couple of students to help. Calm the others down and have them move away and work on something.
- Help the affected student into a lying position and put something soft and flat under the head.
- Remove glasses and loosen any tight clothing around the neck.
- Clear the area of hard or sharp objects.
- Do not try to restrain the student; you cannot stop the seizure. Turn the student on his or her side to allow saliva to drain from the mouth and to help keep the airway open.
- Do not force anything into the student's mouth.
- Arrange for someone to stay nearby until the student is fully awake.
- Be reassuring and supportive when he or she awakes.
- After the seizure the student will awaken confused and disoriented. Do not offer the student any food or drink until he or she is fully awake.
- Make arrangements for a clean-up and a change of clothing for the youngster who loses bowel or bladder control.

In general, there is no need to call a doctor or send the child home unless there are medical instructions to do so. An ambulance or medical person *should* be called, however, if any of the following conditions exists:

- There is no history of previous epilepsy, and this appears to be a first seizure.
- The seizure lasts more than 10 minutes.
- The child goes from one seizure to another without regaining consciousness.
- The child has stopped breathing during the seizure and does not start again afterwards (in which case, immediate mouth-to-mouth resuscitation also is necessary). *Brief* cessation of breathing and a bluing of the lips often occur and are temporary.

Dealing with absence seizures. Teachers can do little for absence seizures beyond recognizing them. They can, however, report suspected absence seizures to the school nurse. In addition, the teacher needs to be aware of the necessity of repeating instructions or comments which the child may have missed during an absence seizure.

Dealing with complex partial (psychomotor) seizures. When such a seizure occurs, teachers should use the following guidelines:

- Calmly explain to the other students what is happening.
- Do not try to stop or restrain the student affected.
- Try to remove harmful objects from the student's pathway or coax him or her away from them by talking softly.
- Do not agitate the student.
- If you are alone, do not approach a student who appears angry or aggressive during a complex partial seizure.
- Do not leave the student who is regaining consciousness alone; he or she may be confused or disoriented.

Some teachers feel anxious about convulsive epileptic seizures in the classroom because they fear the other students may react by becoming disruptive or upset. From conversations with teachers who have successfully dealt with this problem, we can offer several suggestions.

Parents can sometimes tell the teacher what is likely to cause a seizure in their child.

If the seizure is the first one the class has witnessed, an immediate, on-the-spot explanation might go something like this:

> Johnny is having a brief seizure. It does not hurt him. It will soon be over. When he stops, we will let him rest. He will probably join us soon. Susan, when he is ready to work again, will you tell him what we have been doing. Now let's get back to this arithmetic.

The complex partial seizure will probably not be so disruptive to the class as the tonic-clonic seizure. The teacher may briefly explain the prob-

lem and assign another student to stay with and protect the seizuring student. The rest of the class should be expected to continue their work. Or the teacher may prefer to stay with the child.

The most important factor is the teacher's attitude. If the teacher is calm and unafraid, the students also can take a matter-of-fact approach. When there is time, the teacher should go over ways to help a person having a seizure. Someone will probably ask what causes convulsive seizures. The teacher can say something like the following:

Everything that people and animals do—their actions, thoughts, feelings—happens because tiny electrochemical impulses like electricity move from one brain cell to another. We move our hands because these impulses are moving from cell to cell in the "hand moving" part of the brain. When everything is working properly, a person has his or her muscles and mind under control. But, when too many electrochemical impulses are generated, they may cause other cells to fire, starting off a kind of chain reaction, causing hands and feet and muscles to jerk and causing the person to lose consciousness. This is what is called a seizure.

To explain complex partial (psychomotor) seizures, teachers can point out that too many electrochemical impulses are being produced in the particular part of the brain that controls whatever kind of behavior the epileptic child exhibits during seizures. They should be sure to point out that the extra impulses are produced for only a short time and that the person will soon regain consciousness and control.

If students seem concerned about why too many impulses are produced, the teacher can explain epilepsy as a symptom of damaged brain tissue, perhaps like this:

Sometimes a person develops a scar on the arm after a cut heals. The same thing happens in the brain. The cells in the scar are different from the cells in the rest of the brain, and they are extra sensitive to the electrochemical impulses. They may also fire independently, affecting other cells. But pretty soon the brain gets everything back under control.

It's important to stress that after the seizure the person functions normally.

Students might do special reports on epilepsy to find out about its causes, ways to treat it, its history, or the answers to whatever questions interest them.

Teachers should be sensitive about the epileptic student's self-image when they introduce discussions of epilepsy into the classroom. We believe it is a mistake to explain the disorder by emphasizing the extent to which the epileptic student is *different* from other students. Many students have special conditions, such as nearsightedness, an allergy, or diabetes. But teachers are not as likely to be called upon to explain these conditions as they are epilepsy, probably because students already understand these others as well as they need to. Because epilepsy seems mysterious, requiring explanation, children are likely to label their epileptic classmates *different*.

Youngsters with epilepsy often feel that *different* really means *dumb* or *undesirable*. Some of them are already at a scholastic disadvantage. Absence seizures reduce the amount of time a person is conscious and aware of what is happening. Consequently, children who have them frequently may lose confidence because they realize that others have information they have missed. Fear of losing control in the presence of others adds to feelings of vulnerability. Youngsters who already feel inadequate, then, may easily see themselves as dumb or undesirable.

Inappropriate behavior by an epileptic child is the last difficult area for the classroom teacher. A teacher may be reluctant to discipline a child with epilepsy for fear the stress of discipline will bring on a seizure. The teacher who habitually allows an epileptic child to get away with undesirable behavior, however, will probably become angry at this self-imposed frustration. The child, in turn, is likely to sense the anger, take the blame for it, and see himself or herself as even more undesirable than before.

It is truly a dilemma whether to avoid discipline and hope for fewer seizures, or to risk seizures and mold a more socially acceptable youngster. The threat of more seizures cannot be ignored, because frequent seizures during childhood can adversely affect the learning process. But consultation with parents and with school health authorities will probably convince the teacher that the rewards of normal living justify the risks. According to the Epilepsy Foundation of America, ". . . people with epilepsy have fewer seizures if they lead active, productive lives."

Another fact to remember is that between seizures most epileptic children in a regular classroom are able to function as normally as children without epilepsy. If the epilepsy is not accompanied by a mental or physical handicap, teachers can expect epileptic children to show growth and productivity appropriate to their age level. Some medications for epilepsy have a "slowing" effect on brain function, however. A child needing a lot of medication to control seizures may need extra help or more time to complete tasks.

If children with epilepsy have problems adjusting socially, it may be because their parents have overprotected them. Parents often fall into the trap of fearing seizures so much that they do not require their epileptic children to act responsibly.

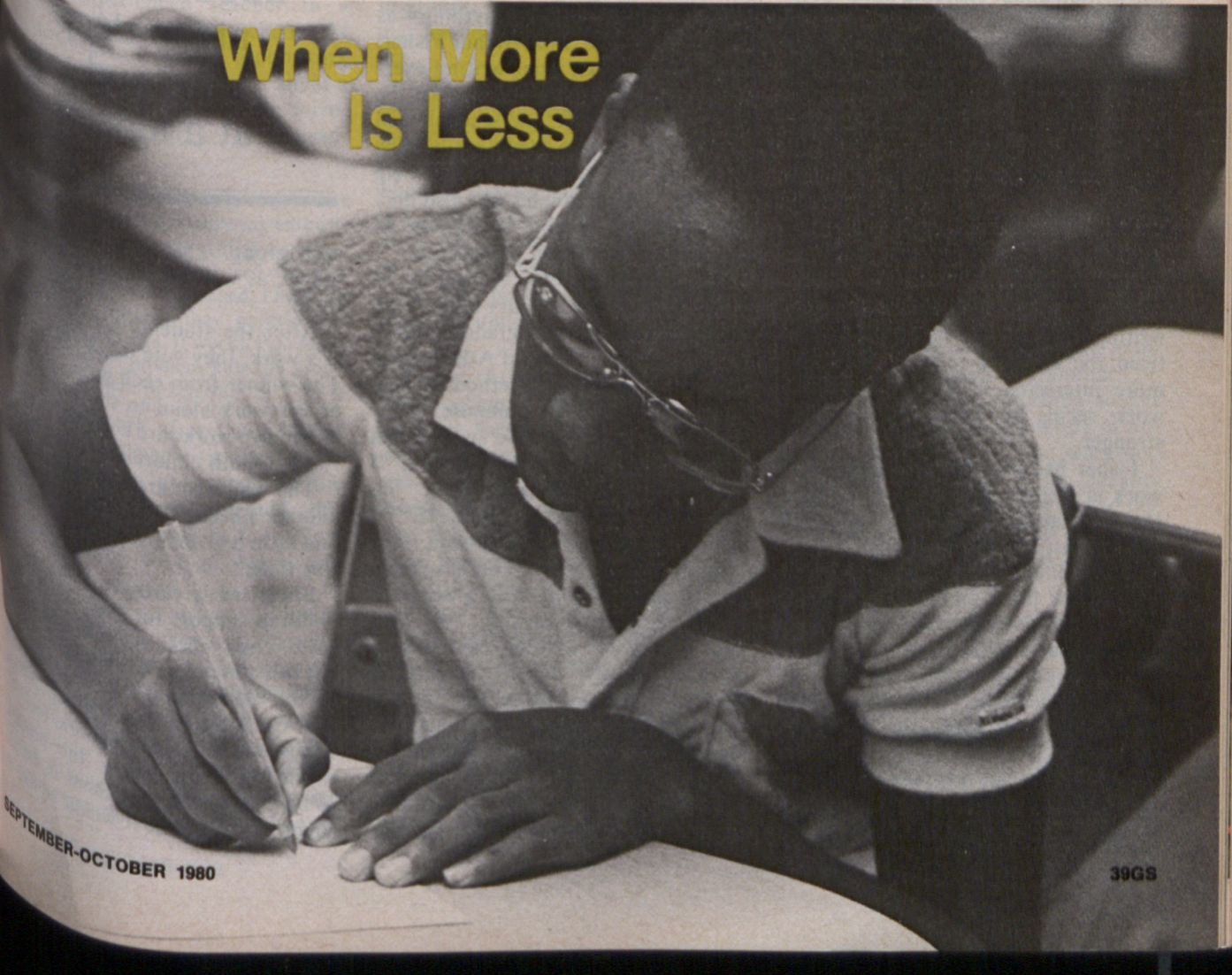
Epilepsy is no excuse for bad behavior. Like other children, epileptic youngsters thrive best when there is reasonable pressure on them to develop their potentials. Reasonable expectations for productivity and socially adaptive behavior usually do not produce too much stress in a student. If an epileptic student feels such great stress that seizures become very frequent in situations that are only reasonably demanding, the teacher should seek other solutions, such as counseling, therapy, or behavior modification. The student's doctor should also take another look at the child's dosage of medication.

Above all, epileptic students must be made to feel that they can participate in all facets of school life, including physical activities, team sports, and athletic contests. In this way they can develop the self-confidence and skills they need for happy and productive lives. □

The Epilepsy Foundation of America publishes lesson plans for use in teaching about epilepsy in the classroom, as well as other information materials and a film list for all age groups. Some brochures are free. In addition, the comprehensive Epilepsy School Alert Kit is available for $3 from some local epilepsy associations or from the national office (1828 L St., N.W., Washington, DC 20036).

"Free Writing"—

When More Is Less



In metropolitan Atlanta, there are students who are writing more than ever, yet the stacks of papers their teachers must grade are shrinking. These students' writing shows improvement, but their teachers do less red-penciling than ever before. Some of these students never liked English; now they are suddenly enthusiastic about it.

How do teachers make the teaching of writing both successful and enjoyable? They base their methods on seven principles:

- Students need to write daily. Fluency in writing should precede concern with quality.
- Students need to write about things that interest them. They should write a great deal about their own personal lives.
- Writing should be integrated with all the language arts and with other content areas.
- Students can help one another with their writing by working in small groups.
- Students should have an opportunity to revise their writing before it receives a final grade, just as professional writers do.
- Students can learn to write Standard English by correcting their own writing rather than by doing formal grammar exercises in a workbook.
- Students' writing should be assessed for its value as a whole as well as for its lack of mechanical errors.

Elementary, secondary, and college teachers are applying these principles and finding them effective for gifted as well as remedial students, in suburban as well as inner-city schools.

Arthur Fisher teaches English at

By CAROLYN BOIARSKY
Coordinator, Southeast Center for the Teaching of Writing, Georgia State University, Atlanta.

Southwest High in central Atlanta. When he teaches writing, he concentrates first on his students' fluency; his assignments are pertinent to their needs and interests and integrated with the other language arts and content areas. Fisher is noticing marked improvement in both his students' fluency and their motivation.

To increase their fluency in writing, he assigns them brief, informal exercises. One morning, for example, rain was pouring down so heavily that it seemed as if it were still night outside. Fisher directed his class to take five minutes to "tell how the rain makes you feel." They sat, chewing pencils and toothpicks and looking out the window, but intermittently they wrote—and their teacher wrote along with them. When everyone had finished, Fisher asked the students to read what they had written to the whole class, because "we believe whatever is written is worth reading. Then, if we like it, we'll work on it later."

A twelfth grade remedial student had written a poem. A tenth grader had written about standing ankle-deep in mud at a funeral.

Somewhere among the students' readings, Fisher read his piece. It did not pretend to be outstanding prose, but Fisher's reading of it inspired one boy, who had never done much in class, to read what he himself had written. The class liked it. The next time the class wrote, this boy volunteered immediately to read his composition—and it was good.

"Since we've been doing so much writing," Fisher commented, "I've noticed the students seem to be much more interested in it, and the boys' work seems to have gotten much stronger."

Fisher has put this new interest to work in assignments coordinated with the other language arts. During the fall quarter last school year, when he was teaching literature, he set aside one day a week for composition, assigning writing activities in conjunction with the previous week's literature content.

"Writing reinforces what the students have learned," he explains, "and helps them interpret the facts for themselves."

Linda Merkle teaches a twelfth grade literature class at Lakeside High in suburban DeKalb County, Georgia. She uses a different technique for helping her students improve their fluency: She requires them to keep a journal. To her surprise, some of her students continue to write in their journals after they enter college.

The value of developing students' writing fluency is not limited to the secondary level. Bebe Cheshire, a writing specialist at Georgia State University, helps students who have failed the Georgia Regents' essay test, a state requirement for graduation, learn to write expository prose. She lets students begin by writing whatever comes into their minds without attempting to communicate a message or to impose any special order on their thoughts. She found this method, called *free writing*, in Peter Elbow's book *Writing Without Teachers*.

Until she read Elbow's book, Cheshire had spent most of her private conference time correcting errors and reviewing the structure of the five-paragraph essay—without, as she put it, "an exceptional amount of success." Today Cheshire spends most of her time encouraging the students to write journals, stories, poems, anything—as long as they write. Like Arthur Fisher, she has found that brief writing exercises loosen up the students; once the words begin to flow, the students can correct their errors fairly easily. She has found that this method can help not only undergraduates but also doctoral candidates unable to compose an acceptable dissertation prospectus.

Developing students' writing fluency can begin at the primary level. Ivory Shepherd teaches third grade at the C. W. Hill School in central Atlanta. She uses the free-writing method to help her pupils begin to compose. They have taken to the method so well that one girl who started to complain, "I can't think of anything to write," immediately corrected herself: "I know—I should write on 'I can't think of anything to write.' " This is a means Elbow suggests to unblock a writer.

Neither journal keeping, free writing, nor brief writing exercises to increase students' fluency increase the number of papers to be graded. The teacher's main concern about such assignments is whether the student has written, not how well. To check off an assignment's completion—rather than analyze its content and grade its merits—is all that is required.

On both the elementary and secondary levels, small-group work and revision have caught on fast. By having small groups of students work together on papers they have written, teachers are able to reduce their workload. Students take on some of the responsibility for diagnosing and solving their writing problems.

Ivory Shepherd's third graders write, then meet in groups of five to read aloud what they've written, and finally help one another revise their works in much the same way professional writers do.

The groups were selected at random, and, she explained enthusiastically, "It worked out perfectly. I have some strong students and some weak ones in each group. The good ones help the others, as well as get some help from them."

A tenth grader had written about standing ankle-deep in mud at a funeral.

After the students hear one another's work, they vote on the best piece. The winner from each group reads his or her work aloud to the entire class. When two works are considered equally good, both children read theirs.

The children are sensitive to one another's needs. "I'm always the one," one little boy demurred. "Let Chris go this time."

Shepherd is careful to give all the children support for their efforts. After the best works are read, she allows the other students to volunteer to read theirs. Sometimes the class declares that one writer whom a group did not choose has an excellent work, too.

The students enjoy the process. When Shepherd gave them an assignment to "tell what it would be like to

be a baby brother," for example, they were enthusiastic. In the heat of the excitement, one boy in the rear of the class forgot protocol and called out, "Do we get to read our stories aloud when we're finished?" When Shepherd nodded, the rest of the class cheered.

Group work is effective at the secondary level also. Linda Merkle, for example, gave her twelfth graders an opportunity to plan a unit of study and at the same time gave them some functional writing assignments. To begin her unit on science fiction, she assigned students to small groups to develop a definition of science fiction and discuss the common characteristics of the stories. She then selected five of their ideas to develop into lessons. The students liked being able to have a voice in determining their course of study, and Merkle found using their ideas an interesting and enjoyable challenge.

Not all attempts to use small group work on students' papers are entirely successful. Unlike Ivory Shepherd and Linda Merkle, Sylvia Womack is a relatively inexperienced teacher in a black suburban Atlanta school. At first, her experiment with group work flourished. She describes how, about a month after school began, she introduced the approach to her tenth graders:

> I, the ungroupie, archconservative, last bastion of punctuation—while my enthusiasm and confidence were still at a peak—decided to group. What a labored decision! What agony! I hoped, I grouped, I held my breath. They worked, they produced, I exhaled a relieved sigh. It works! P.S. Making the discipline-problem kids the group leaders forces them to behave.

About a month after that jubilant exclamation, Womack was having difficulty motivating about half of the groups. "Well," she commented optimistically, "that's still half of them more motivated than my class last year."

While fluency exercises, relevant topics, and small-group work help students improve their writing, many students still need assistance in writing Standard English and in using proper punctuation and correct spelling. These Atlanta teachers are applying some nontraditional principles, however, even in giving this kind of help. Instead of spending time on exercises from grammar books, they are deriving lessons in grammar from the students' own writing so that the students can see an immediate connection between an abstract rule and its practical application.

Last year Linda Merkle's twelfth graders entered their first day of grammar class expecting to work on exercises assigned in a workbook. Instead, Merkle told them to write about something interesting that had happened to them recently.

"Wait a minute," one of the students challenged her, "we're supposed to be learning grammar this quarter."

"You will be," Merkle rejoined. "You'll be learning it so you can use it. You're going to study grammar from your own papers."

Choquita McGriff teaches fifth grade at the Anne E. West Elementary School, which is located in the inner city and has many migrant students. She uses the same technique to improve her students' grammar. When the students are discussing their papers in groups, McGriff links recent grammar lessons to the students' own writing.

After a student reads a paper, McGriff might ask, "In that second sentence, did you put commas in the right place? Remember yesterday when we studied where to put commas in a series? Well, you've got a series there, don't you? Let's see where you put the commas." Then the whole group will check their punctuation and their own understanding of the rule.

These Atlanta teachers are not young college graduates, eager to try out some theories they have just finished studying. Most have had 10 years' experience. After watching innumerable new methods spring up, they aren't easily influenced by the latest trends and they have become inured to irrelevant staff development programs. Yet they have become a group of missionary zealots for their method of teaching writing.

These teachers are graduates of summer workshops in the teaching of writing sponsored by the Georgia State University/Southeast Center for the Teaching of Writing. During the past three summers, a total of 90 teachers, representing approximately 70 schools, elementary through college, have attended the invitational program in an effort to improve their instruction in composition.

The workshops present the seven principles listed at the beginning of this article, and they include learning about free writing from Peter Elbow's book. During the workshops, furthermore, the teachers themselves write. They experience the stress both of trying to put words on paper and of trying to meet a deadline. They take the risk of exposing themselves as writers and as people when they read their works aloud. They suffer when their works are criticized.

By the end of the workshop, they know, as no one can tell them, how their students feel when they write. They know the advantages and drawbacks of group discussion of a written piece, and they know the work entailed in real revision.

The teachers also teach one another. Each day several of them make presentations to the group on methods which they have found effective in teaching their students—from keeping journals to teaching Standard English through dramatization.

After participating in the workshops, the teachers return to their classrooms to use the methods they have learned and to help train other members of their faculties.

Linda Merkle has converted several colleagues in her high school to the new methods. Three of them are now using small groups to work on students' papers. Two more, she says, are "trying to move away from the naming-of-parts approach to grammar."

Six months after returning to her classroom, Linda Merkle wrote in unrestrained hyperbole, "The workshop has changed my life. The benefits derived from group processing and editing are unquestioned. I've proved to myself that kids can teach each other." □

The cooperative school/university project that sponsors the workshops involves the Georgia State Department of Education, the Atlanta Public School System, Atlanta Junior College, and the College of Education and the English Department of Georgia State University. It was developed as a satellite of the University of California, Berkeley/Bay Area Writing Project.

A Call to (Linguistic) Arms:

IMPROVING AMERICA'S FOREIGN LANGUAGE COMPETENCE

At the end of 1979, the President's Commission on Foreign Language and International Studies submitted the findings and recommendations it had developed during a year's "intensive evaluation of the state of foreign language and international studies and their impact on the nation's internal and external strength." The following is adapted from the Commission's report, Strength Through Wisdom: A Critique of U.S. Capability.

Americans' incompetence in foreign languages is nothing short of scandalous, and it is becoming worse. Historically, our continental position between vast oceans was a basis for linguistic as well as political isolation. Today both rocketry and communications satellites render such a moat mentality obsolete.

We welcome the use of English as a major international language of business, diplomacy, and science; as such, it is a tool for understanding across national boundaries. Americans must remember, however, that the overwhelming majority of the world's population neither understands nor speaks English. For most people who learn English as a foreign language, English remains precisely that.

America's vital interests are im-
paired by the fatuous notion that, for
Americans, competence in other lan-
guages is irrelevant. Indeed, precisely
because of this nation's responsibilities
and opportunities as a major power and
as a symbol of ideals to which many of
the world's people aspire, the knowl-
edge of foreign languages, as a key to
unlock the mysteries of other customs
and cultures, can no longer be viewed
as an educational or civic luxury.

The President's Commission be-
lieves that Americans' lack of foreign
language competence diminishes our
capabilities in diplomacy and foreign
trade as well as our citizens' compre-
hension of the world in which we live.

and compete. People of other nationalities often rightfully view Americans' unwillingness to learn foreign languages as arrogance. The melting pot tradition that denigrates immigrants' maintenance of their ability to speak their native tongue still lingers and causes linguistic minorities to be ignored as a potential asset. Yet, a comprehensive language policy ought to recognize this important resource.

The Commission's concern about the state of language study in the United States is readily justified by the following facts:

- Only 15 percent of American high school students now study a foreign language; in 1965, 24 percent did so. The decline continues.
- Only 1 out of 20 public high school students studies French, German, or Russian beyond the second year. (Four years is considered a minimum prerequisite for usable language competence.)
- Only 8 percent of American colleges and universities now require a foreign language for admission; 34 percent did so in 1966.
- An estimated 10,000 English-speaking Japanese business representatives are on assignment in the United States. They have fewer than 900 American counterparts in Japan—and only a handful of those have a working knowledge of Japanese.
- The foreign affairs agencies of the U.S. government are deeply concerned that declining foreign language enrollments in our schools and colleges will lower the quality of new recruits for their services and increase their language training costs, already at a level of $100 million in 1978.

Americans' scandalous incompetence in foreign language is a corollary to our dangerously inadequate understanding of world affairs. A large majority of graduates from our schools are young people whose knowledge and vision stop at the American shoreline, whose approach to international affairs is provincial, and whose heads are full of astonishing misinformation.

A recent study of schoolchildren's knowledge and perceptions of other nations and peoples showed that more than 40 percent of the twelfth graders could not locate Egypt on a map correctly and that more than 20 percent were equally unable to locate France or the People's Republic of China. At the college level, an American Council on Education study showed that in 1972 among prospective teachers only 5 percent at most take any course relating to international affairs or foreign peoples and cultures as part of their professional preparation. A 1977 Gallup Poll, furthermore, showed that those who graduate from educational systems so glaringly deficient in this vital area apparently carry their ignorance with them into their adult lives: More than half of the general public was unaware that the United States must import part of its petroleum supplies. To improve this situation, better preservice and in-service training for teachers is crucial.

Our resources to support and encourage foreign language training and international studies are plainly inadequate to current needs; and in the absence of decisive action, the gap will continue to widen. Nevertheless, some important national assets should not be overlooked.

- A highly decentralized public school system—some 16,000 districts in 50 states—provides families and communities with many avenues for reform.
- Undergraduate education, the focal point for liberal arts and preprofessional studies, is in the process of redefinition and reform. At least a few colleges are giving serious attention to foreign languages and international studies as essential ingredients of a liberal education.
- The United States is blessed with a largely untapped resource of talent in the form of racial and ethnic minorities. If members of these groups are brought into the mainstream of educational and employment opportunities in foreign language and international studies, they can rapidly make valuable new contributions to America's capacity to deal persuasively and effectively with the world outside its borders. The Commission underscores its expectation that those who carry out the pertinent recommendations will take this asset into account.
- While many of the centers of advanced training and research in international studies are in serious trouble and some have already collapsed under fiscal pressure, an essential core of high-quality programs remains and can serve as the foundation for the rehabilitation and expansion of the national effort.

Corrective action must be the concern of all levels of the educational system, from kindergarten through graduate training and research. It must be the concern of private foundations, of business and labor, of the media, of local communities, of professionals and volunteers alike. And, of course, it is the concern of federal and state governments.

Action is urgently needed, and the time to begin cannot be put off without serious consequences for American influence abroad and decision making at home.

[In discussing the teaching of foreign languages, the Commission made numerous observations and suggestions. The following are but a few of these.]

Foreign language instruction at any level should be a humanistic pursuit intended to sensitize students to other cultures, to the relativity of values, to appreciation of similarities among peoples and respect for the differences among them. It is axiomatic—and the first step to international consciousness—that once another language is mastered it is no longer foreign, once another culture is understood it is no longer alien.

We urge that foreign language be reinstated as a requirement either for college admission or for college graduation. These steps are essential to reinvigorate language teaching in the schools. Moreover, while we must concentrate on acquiring the commonly taught languages, such as Spanish and French, we must also make provisions for the less commonly taught languages that are spoken by 80 percent of the world's population.

We urge school systems to encourage all students to master at least one foreign language and, ideally, to acquire a second. We also urge that language study begin in the early grades, but note that its effectiveness depends upon the time devoted to it, a manageable class size, a supportive atmosphere, well-trained teachers, and the careful integration of early language instruction with higher levels of study. □

"MY SHOES GIVE YOUR FEET A BREAK, EVEN IF YOU CAN'T TAKE ONE."—*Joe Famolare*

The balls of your feet were not meant to stand all day on flat soles. That's why the tops of my soles look exactly like the bottoms of your feet. Instead of the usual slab of flat leather, my soles are anatomically sculptured to follow your every curve and hollow. Famolare soles are also honeycombed all through to cushion your entire foot with every step. If you get tired at work, spend a day in my shoes. It's less work for your feet. **© 1980. Write or visit Famolare Inc., 4 E. 54th Street, N.Y., N.Y. 10022.**

How International Paper is helping your students communicate better

How to write clearly
How to read faster
How to improve your vocabulary
How to write with style
SOAP
INTERNATIONAL PAPER COMPANY
We believe in the power of the printed word.

Today, the printed word is more important than ever. Young people need to read better, write better and communicate better.

International Paper is publishing a new series of advertisements in the hope that we can help them—and help you. Even if it's in a small way.

If you'd like reprints of the series and teaching guides, please write to: "Power of the Printed Word," Dept. TE-1, International Paper, P.O. Box 900, Elmsford, N.Y. 10523, U.S.A.

INTERNATIONAL PAPER COMPANY

We believe in the power of the printed word.

©1980 INTERNATIONAL PAPER COMPANY

CIRCLE QUICK-ACTION CARD NO. 54

"It was e
with Sy

It's a great produ

and you can mak

Extra Cash Bonus!

For your top salesmen, or more profits for your treasury...when you order 40 cases or more of Sylvania Light Bulbs, you receive an ADDITIONAL $4.00 PER CASE CASH BONUS REBATE for each case ordered! This makes your profit zoom higher than with any other company in America! This special offer good only until June 30, 1981.

EASY TO SELL—Everyone uses light bulbs. They literally sell themselves and nothing sells easier than nationally advertised Sylvania Light Bulbs. They'll make your sale the easiest, most profitable yet!

HANDY CARRY-ALL CASE—Especially designed for fund-raising. A case contains 24 THANK-YOU PAKS, each with a popular assortment of 5 Sylvania bulbs: two 60, one 75, and two 100 watts . . . our very best seller for many years. Or sell the new ENERGY-SAVER PAK with five 60-watt bulbs. Each pak—whether the Thank-You Pak or Energy-Saver Pak—sells for $3.00. That's *$1.55 below the suggested retail price* to make your sale even easier!

MORE PROFIT—You keep $22.00 profit per case, whether you sell the Thank-You Pak or Energy-Saver Pak. PLUS, you receive a FREE BONUS CASE (worth $72.00) for every 10 cases ordered. So, if you order 10 cases, we'll ship you 11. You keep the entire $72.00 from the sale of the FREE BONUS CASE, making your profit on a 10-case order a whopping $29.20 per case, or $292.00!

PLUS CASH PRIZES—or additional profits for your treasury. With each 20 case order you receive 4 free bonus cases worth $288.00! So when you order 20 cases, we'll ship 24. This makes YOUR PROFIT ZOOM TO . . . A BIG $728.00 on each 20 case order! To qualify for bonus cases and Cash Bonus Rebate, simply make payment in full within 30 days after you receive your order.

YOU'LL MAKE MORE MONEY WITH SYLVANIA BULBS

We recommend you order one case per member. The table below shows you how much money your group will make.

IF YOU ORDER:	YOUR TOTAL PROFIT WILL BE:
10 cases	$ 292.00
20 cases	$ 728.00
40 cases	$1,616.00
60 cases	$2,424.00
100 cases	$4,040.00

And you make these big profits on both our Thank-You Pak as well as the Energy-Saver Pak. The average home uses 4 paks of bulbs a year. So with just a little extra effort you can easily double or triple your profits!

FREE PROMOTIONAL HELP—We go all out to make your fund-raising campaign a big success and will furnish you with free posters, streamers, bumper stickers, radio-TV and newspaper releases, pocket identification badges, and a complete sales plan on how to conduct a successful fund-raising project.

AMERICA'S BEST P.O. BOX 122, MOBILE, ALABAMA 36601

sy raising money
vania Light Bulbs"

tionally advertised, and everybody needs them

$600 or more in just one afternoon!

HERE'S WHAT THEY SAY ABOUT HOW SYLVANIA BULBS SELL!

Lompoc, California—"The boys sold the bulbs and were able to go on their planned trip down the Colorado River."

Charlottesville, Virginia—"*I want to thank you for your speedy service and let you know our fund-raising drive was a success; we sold all 48 cases within 3½ days time.*"

Greenlawn, New York—"Our bulb sale was very successful. We disposed of every bulb in about 2 hours by house to house canvass."

Greenfield, Indiana—"*Just a short note to say that for the past three years we have raised from $1,200-$1,800 within a two to three week period. Our product is very practical and saieable in our community.*"

Lehi, Utah—"We recently ordered 6 cases of Sylvania globes for a fund-raising project. The project was a success. Now we would like to order 12 more cases of globes for a new project. Please ship them as soon as possible."

Gladwin, Michigan—"Our sale was a success as we made $1,700. We look forward to doing business with you again next year. Thank you for your time and consideration."

Normalville, Pennsylvania—"I am pleased to say the Sylvania Light Bulb fund-raising campaign was a complete success. Everybody wanted bulbs."

Cedar Rapids, Iowa—"We sold out completely 2 days after we received our first delivery and have reordered. We're very happy with the results of this project."

Portland, Maine—"Our light bulb sale has been very successful. On just two evenings of selling, we made over $1,200."

Boulder, Colorado—"The sale went real good. In fact, towards the end some of our members were begging for more bulbs to sell to win prizes. Real good acceptance by the public."

NEW!
ENERGY-SAVER PAK.

Contains five 60-watt bulbs, with an average life of 1,000 hours per bulb or 5,000 hours per pak. A five bulb Energy-Saver Pak provides ONE-THIRD MORE BULB LIFE than five 100-watt bulbs and saves 40% on energy costs!

TO ORDER: FILL OUT COMPLETELY, DETACH AND MAIL TODAY

Here's how to get started

with no risk, no investment!

Just fill out and mail the coupon at right. Send no money—you pay only for what you sell, and may return any unsold cases, within 60 days, for full credit, less a nominal charge of one dollar per case for reinspection and handling. You pay return freight charges. Please allow 10-14 days from the time we receive your order for delivery. Or, to start your sale even sooner, call toll-free 800-633-6750 (Alabama residents, call toll-free 800-672-1321).

AMERICA'S BEST P.O. BOX 122, MOBILE, ALABAMA 36601

Please send the following order for Sylvania Light Bulbs, all freight charges paid by America's Best:

_____ Cases, **THANK-YOU PAK** (popular assortment of two 60, one 75, and two 100 watt bulbs per pack)

_____ Cases, **ENERGY-SAVER PAK** (five 60 watt bulbs per pack)

(Minimum order: 5 cases of Thank-You Paks or Energy-Saver Paks, which you may assort).

Also, please send without charge the materials checked: ☐ Bumper Stickers ☐ Radio-TV and Newspaper Releases ☐ Posters ☐ Sales Plan ☐ Identification Cards.

ORGANIZATIONAL INFORMATION: Name of Group _____

Name of Sponsoring Institution _____ (School, Church or other) Number of Members _____

SHIP TO:

Name _____ (Print person's name who will receive shipment) Telephone ( ) (area) _____

Street _____ City _____

County _____ State _____ Zip Code _____

SEND BILL TO:

Name _____ (Adult Official or Sponsor in Charge) Title _____ Age _____ (If under 21)

Address _____ Telephone ( ) (area) _____

City _____ State _____ Zip Code _____

Signature _____ (Adult Official or Sponsor in Charge) Date sale is scheduled to begin _____

List one additional officer: _____ Telephone ( ) (area) _____

Terms: 30 days from receipt of merchandise or your scheduled sales date, whichever is later. To qualify for Bonus Cases and Cash Bonus Rebate when applicable, simply make payment in full within 30 days after you receive your order. All orders subject to approval. Prices subject to change.

02STE-S

CIRCLE QUICK-ACTION CARD NO. 55

16
16

SCHOOLS AND THE POWER OF TELEVISION

What are the real *dangers of television viewing for children? What are its potential benefits for their education? NEA Executive Director Terry Herndon is chairman of the National Council for Children and Television. Maria Robbins, Associate Editor of the Council's quarterly publication, asked him some questions on these subjects in an interview, portions of which are reprinted below. The original interview appeared in the Fall 1979 issue of* NCCT Forum, now Television & Children.

What is the background of NEA's involvement and concern with television?

Television has been a scapegoat for almost every adult's anxiety about what's happening to children. The 1.8 million teachers who are members of the National Education Association experience daily the anxiety, frustration, and trauma in the lives of children. They, like much of the rest of the population, think that television viewing is at least a partial explanation for the often difficult behavior of children today.

This criticism of television probably contains some truth, but it is not nearly so valid as many people believe it to be.

What is the NEA doing about the situation you describe?

The NEA has looked for ways to become a constructive influence on television programming. One thing we are doing is calling to the attention of America's teachers the television programs that might be useful in classroom activity. Research on a number of programs we have recommended this way suggests that classroom use of a television program significantly increases the audience for that program.

Further, through recommendations released to the general public, we make children aware of quality programs on television. A number of years ago we started recommending certain programs for viewing. Gradually the networks became convinced that an NEA recommendation significantly increased the audience for a program. Naturally enough, they now seek our recommendations.

Recommending programs no longer demands a great deal of initiative on our part, but rather judgment and the willingness to take some risks. We are interested in exposing children to quality programs; the networks are interested in increasing their audience. Those interests sometimes coincide.

Do teachers actually recommend that kids watch the programs?

Selectively. It's up to the individual teacher. When *Roots* and *Holocaust* were shown, many teachers built classroom activities based on those programs into their curriculums and assigned the programs as homework. In other cases, teachers merely call attention to a scheduled program. I'm sure some teachers ignore programs that are recommended.

Have you come across much resistance from parents when teachers assign children to watch certain programs?

Some. But a high quality program that deals with contemporary issues and attracts a lot of public attention would be seen in many homes anyway. Moreover, most American parents are very cooperative about assignments that children bring home from school.

A great deal of work is now being done to develop curriculums in critical viewing skills. What do you think about the need for this?

It is absolutely essential that we find ways to increase the ability of children to use television selectively and view it critically. A curriculum in critical

Terry Herndon, NEA Executive Director

viewing skills is worth experimentation in this area.

The power of television as a communications medium is awesome, and control over the medium inexorably tends to gravitate into the hands of relatively few corporate interests. Any situation in which economic power is the principal qualification for controlling such a medium is dangerous. Anyone with enough money can skillfully present an ideology to great numbers of people, and such concentrated control over programming could lead to intellectual tyranny.

The public schools, which are decentralized by law, are about the only institutionalized safety valve capable of preventing television programming from intellectually dominating the public. The schools need to inculcate into children a disposition toward critical thinking, an ability to evaluate alternatives, and a habit of consciously making decisions rather than passively accepting the messages delivered by this pervasive medium.

Our children need to be taught the skills of challenging, hypothesizing, inquiring, documenting, evaluating, and making intelligent choices. As I see it, they need these skills even more than they need critical viewing skills. They must be encouraged to create and not just absorb.

QUBE, an experiment with interactive television, plans to bring secondary and college-level courses into the home by means of the television set. What do you think of that approach to teaching?

I think it has considerable potential. Interactive television can be a very powerful instructional device. The NEA and I tend to think about television in two ways: on the one hand, as the sum of the programs that enter almost every home and some classrooms; and, on the other hand, as a technology. Obviously, linking television with computers to provide sophisticated interactive capacity makes it possible to do many things in the classroom that could never have been done before.

Television has great potential as instructional technology. It may be used for good or ill. There is, after all, a great deal of flexibility in what one does with any technology.

Then you are not worried about the prospect of a child's sitting at home and learning from a television set rather than learning in the classroom?

No. I'm pretty realistic about that. There are thousands of influences other than schools in the lives of children. Television is one. Interactive television might be another. The schools' challenge is to deal with children as they come to school, realizing that they are exposed to many influences outside of school. I expect that in the life of a child, the neighborhood, the community, even the family can be a far more destructive influence than an afternoon with television, interactive or otherwise.

What do you think about the tentative connection between heavy television viewing and declining English and math scores?

I know that television is at least a significant distraction in the lives of children, but there is some rather impressive evidence that television can be used to stimulate reading and to raise the level of interest in reading—albeit very selective reading. The effects are probably mixed.

We simply can't isolate television as a variable and describe its impact on children's behavior. I am regularly impressed by the profound changes in the social environment in which children live. Television is one part, but certainly not the whole. The typical child in our society has many, many choices of what to do with his or her time.

Life is much more complex than just going to school for a few hours, coming home to work for a few hours, playing for a few hours, and going to bed. Children today have access to transportation that enables them to escape easily from a community in which they are known to a world of anonymity. They have money to spend and places to spend it. They have television to watch. They have families that don't function in the way that families used to function. Twenty years ago it was quite realistic for children 10, 11, 12 years old to believe that once they mastered certain fundamental skills they would be employable. It is now virtually impossible for children to think realistically about employment until they are 17, 18, 19 years old, and even then it's difficult.

All of the incentives to master those fundamental skills have changed. The goals and rewards are abstract and long-range rather than concrete and immediate. I expect that these changes are more profound influences than the availability of television.

In some ways, I think children's attraction to television is an effect rather than a cause, although many people believe that television is the cause and all else is the effect.

One of the most often-heard criticisms of television

is that it presents an unrealistic picture of life. Many people think that as a result of watching television children are unable to distinguish between fantasy and reality.

Television certainly miseducates. The land of television in which major problems arise, unfold, and get solved in 25 or 30 minutes is a fantasy land. But I'm very cautious about reaching simple conclusions about causes and effects. I'd like to know why some children are more susceptible to delusion than others. I'd like to know what it is in the social environment of some kids that makes them so susceptible to influence by fantasy.

More than any other medium, television makes fantasy available readily, easily, inexpensively, and uniformly. Maybe many children have crossed the threshold of tolerance. But I think that the vast majority have enough experience with reality to offset their experience with television. Again, I consider the attraction to television to be an effect, not a cause.

Where do you feel the responsibility lies for monitoring how much television children watch?

There is only one place where it can be done—in the home. That does not mean that it *will* be done. The current direction of our social structure suggests that children will be subject to fewer and fewer adult controls at earlier and earlier ages. That's the way things are going.

There's no way the schools can change that, because they only have the children five or six hours a day. The schools can be only a part-time control mechanism and perhaps a partial antidote to whatever social pathologies children are exposed to in the balance of a 24-hour day.

What do you think government can do about the effects of television viewing on young people?

Here again, I don't think that government can be effective if it focuses entirely on the politics and economics of television distribution, fairness, and accessibility. Probably the most constructive things that government can do are to bolster the schools and to create opportunities for young people to be productive outside of what we have perceived traditionally as the school day.

Our governments—state, local, and national—have never really responded to the changes in society and the diminished economic roles of young people. We have never posed the question, "What does this mean in terms of governmental services and social order?" Never having posed the question, we have never discovered the answer.

What about advertising to children? Should it be banned? Is it really as harmful as some people say it is?

My view on that is not terribly popular with many teachers or most reformers. I think the whole issue is a red herring. Available data suggest that children spend more time watching adult programs than watching children's programs. Therefore, if you are going to control what is perpetrated on children by means of television, you'll have to look at a great deal more than children's programs and the hours that are set aside for children.

Certainly the popularization of sugar-coated cereals is bad, but in my opinion it is not nearly so destructive as some of the other aspects of television. Narcissism, materialism, the quick and easy answer, violence as a solution to problems—all are of much greater concern to me than attraction to sugar-coated cereal and silly toys. If we don't deal with these larger issues, I think we have really missed the boat, certainly as far as children are concerned.

What about the Saturday morning ghetto?

I have said very often that my biggest concern about children and television is the values reflected in the way children use time. There is some real junk on Saturday morning television, certainly. There is some real junk on Friday night television. But television generally delivers an array of choices. Some programs are constructive, and some programs are destructive. The great mass are at worst simply inane. They're probably not going to do anybody any great harm; they're just wasting a lot of very valuable time.

The challenge for our society, particularly for parents and teachers, is to enable children to make constructive decisions about using their time. To sit in front of a television set for four hours on Saturday morning and expose oneself to the absurdity and the inanity of whatever comes along is probably not so harmful in itself, but the children who do that will not have done what they might have done with those four hours.

Let's talk about television within the schools: Do you think that a lot of television sets in schools are unused?

Yes. It isn't only television sets; it's hardware in general. The schools in many cases are not well managed or well directed. Decisions are often made by people who will have virtually nothing to do with carrying them out, that is to say, by people other than teachers.

Television is particularly difficult to use in the classroom unless the school has the resources to provide a wide array of programs that teachers can use on a flexible schedule. The typical elementary school teacher who is trying to lay out a flow of work over a 40-week period does not have any particular interest in, or need for, a piece of film at 10 o'clock on a Tuesday morning just because that's when it happens to be scheduled on ETV. If that particular program on Tuesday morning is not in some way related to what has happened in that class on Monday and what

is planned for Wednesday, it is simply a distraction from the flow of events.

In most cases, a school can get some federal or private money to purchase a piece of equipment, but without a constant flow of money to support the utilization of that equipment, it will sit around unused.

When a school district is strapped for money, as most seem to be, where should the money go—television sets or teachers' salaries?

I think most people accept the fact that a real, live, breathing teacher is the core of any instructional program. However, when cuts are to be made, they generally are proportional. If the payroll for teachers is 65 percent of a $20 million budget and there is a $5 million budget reduction, the payroll will probably be cut to 65 percent of a $15 million budget.

That's the nature of the school, because it is essentially a social institution. It is people. You need supporting materials and supplies in direct proportion to the number of people using them. Relative costs have been very constant through massive fluctuations in spending on education. If spending goes up dramatically, relative costs don't change. Likewise, if it goes down, they don't change.

If I had my own way with federal money, all of it would be earmarked for two things: additional teachers and additional teacher training. I'd leave it for the local districts to find the best ways they could to finance discretionary materials as needed. The opportunistic acquisition of new hardware merely because there are federal dollars available for hardware has no effect on what actually happens in the school.

Let's go back to a point you mentioned earlier. Will you say something more about what you mean by intellectual tyranny in relation to television?

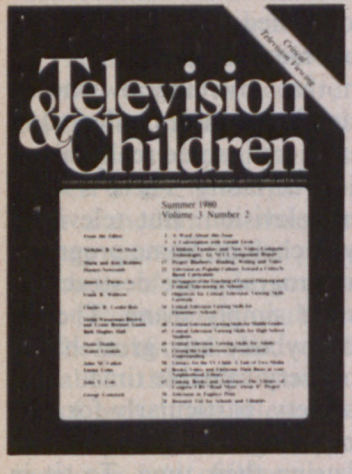
I'm talking about the regular, frequent exposure of the American people to a powerful and sophisticated medium controlled by a few people whose interests are primarily economic and who have the capital to be in business.

As I said earlier, I think the schools are probably the best opportunity that this society has to develop the intellectual capacity to cope with this dominant influence and place it in perspective.

Corporate influence on television has profound implications for education and freedom of thought. One of the major issues that we as a teachers organization have had to cope with over the last hundred years has been academic freedom. And probably the most significant challenges to real freedom to inquire, to study, to explore, and to read have been the very powerful economic interests in the United States, which often take a relatively conservative view of what ought to be happening in schools.

Now if those economic interests are able through their political influence to lay more and more strictures on the right to inquire in the schools, and if teachers continue to be in jeopardy for challenging traditional assumptions and traditional institutions, and if at the same time, television, which enters all the homes in the country, is promulgating a similar traditional orthodoxy, then I think the prospects for intellectual tyranny by corporate America become very real. Schools and teachers must be free. □

This article has been excerpted from "A Conversation with Terry Herndon" in the Fall 1979 issue of *NCCT Forum*, now *Television & Children*.



NCCT WORKS TO ENSURE THAT TV SERVES CHILDREN

The National Council for Children and Television (NCCT) brings together leaders of diverse segments of society, all of whom share a common concern: to understand and serve the developmental needs of children in relation to television.

NCCT's membership consists of educators, religious leaders, parents, business executives, public policy makers, and representatives of the various interest groups involved in television: producers, commercial and public broadcasters, and advertisers.

Since the daily decisions of these leaders shape the TV environment for children, NCCT seeks to foster communication among them. It provides a forum for groups who have in the past competed within the arenas of their vital interests. Now with NCCT as catalyst, these groups are enlarging their understanding of an overriding goal that is common to them all: ensuring that television will serve the best interests of children.

Fundamentally an educational institution, NCCT stimulates dialogue through its quarterly Symposia and its quarterly journal, *Television & Children* (formerly called the *NCCT Forum*). The journal is a broadly representative medium for information, research, and opinion on children and television.

Annual subscriptions are $16. If you wish to subscribe, send a check or purchase order for $16 payable to NCCT to 20 Nassau St., Suite 215, Princeton, NJ 08540.

SPECIAL FEATURE ON TELEVISION AND LEARNING
(continued)

USING TV TO TEACH THINKING SKILLS

In the fall of 1965, 28 squiggly first grade boys and one girl swarmed into my humid Miami classroom. With that group of children—most of them immature, most of them repeaters—I used traditional elementary teacher's tools and failed immediately. For two incredibly long days, I found nothing that could hold the attention of these youngsters for longer than a minute. Then I discovered their interest in TV and started a brand new career—TV educator.

I discovered the children liked to dictate stories—stories that centered exclusively on *Batman*, at that time a TV program that ranked as a before-school biggie. They knew all the details of the show. They talked about it with intense interest and acted out parts. While they dictated, I wrote down what they said. Then had them read their stories back to me.

By ROSEMARY LEE POTTER
Reading Specialist, Pinellas County (Clearwater, Florida) Schools; Author of New Season: The Positive Use of Commercial Television with Children, *Merrill, 1976.*

As they recounted the adventures of Batman, I was able to sneak in some real lessons. I introduced the skill of prediction: What do you think will happen next? Then I discussed sequence: What did Robin do next? Then, comparison: How is this show like *Gilligan's Island*?

One television-related activity led to another. Eventually, the students were willing to chart stories that were not all television-related, while retaining their super interest in their superhero. They also were able to answer rather difficult questions about other TV shows. In fact, they answered questions far beyond what one would normally expect of first graders—much less underachievers. They learned to think, and they had a good time.

Whenever the subject was television programs—plots, stars, or characters—the children were the experts. I used familiar material as the subject for hard questions—questions that would teach children to think, analyze, and extrapolate. Previously, I had been mistaken to ask children hard questions about

Scene from television production of *Roots*

unfamiliar material. No one, after all, would dare ask me a higher-order question about astrophysics.

These television-related questioning techniques in this class led me to choose the positive use of TV in promoting thinking as a topic for my doctoral study. My findings indicated that, for the group of first grade boys I studied, a television-questioning experience increased the youngsters' verbal comprehension on cognitive tests. More importantly, the use of television-related activities to teach thinking skills seemed to encourage a broader use of these skills.

For the past dozen years, I've been using a variety of dynamic TV-related classroom activities involving reading, writing, and arithmetic skills. These activities both support the instructional goals set for children and promote television literacy.

For example, one day in 1975, a sixth grader named Clara came into my class with a paperback copy of *Little House on the Prairie*. I had never seen her with an unassigned book, and I was quite surprised to see her reading a rather thick book. No doubt noticing my surprise, she quickly explained to me that she had seen *Little House on the Prairie* on TV and had decided to read the book. Here was another TV-related idea.

I began scouring bookshelves, libraries, and booklists from Xerox, Ballantine, Scholastic, and Bantam to gather television-related books for my students. Most of the books I collected fell into four categories—books based on TV programs, such as *The Autobiography of Miss Jane Pittman* and *The Making of Star Trek*; books adapted for TV shows, such as *Black Beauty* and *Little Women*; books about television with titles about TV stars, characters, and programs; and books with TV-related games such as trivia quizzes and word searches.

Students showed high interest when I brought these books into the classroom. Soon the books fell apart from constant use. Previous nonreaders read everything from the latest book about Fonzie to books like *Sounder*. Over the years, I have continued to add all the television-related reading materials I could find to my classroom library.

Then along came television scripts of prime-time TV shows. In the school year 1978-79, I used 10 of them in my class. My students devoured the teleplays and happily completed the special reading lessons that accompanied them. Each month we received from Capital Cities Communications, Inc., a script: maybe *Chips, The Waltons,* or *Happy Days*. I wrote to the producers of shows to get *The Making of Star Wars* and *Sooner or Later* scripts and to Films, Inc., for *Roots*. In spite of so much television-related reading, my students also read standard texts, newspapers, and magazines.

I also turned our attention to commercials. The children and I examined the claims of TV ads and looked for persuasion techniques, while at the same time noting the need of businesses to advertise goods and services. An awareness of the American business system is now one of my classroom goals for children.

Eventually my colleagues and I invited parents into the classroom to learn with us about television production and use. We showed them four contemporary films for children about critical viewing. Families also viewed two cassettes of NBC *Special Treats* (after-school and evening specials for young people) and we discussed the values portrayed in these programs. We used the NBC *Parent Participation TV Workshop Handbook* as a guide to encourage these parents to start talking with their children about TV programs. (The *Handbook* is available from Teachers' Guides to Television, 699 Madison Ave., New York 10021.)

Other teachers and parents at my school, television stations, networks, and newsmagazines also got involved in TV education. For example, a local TV station invited three parents to participate in shows about television use and abuse, and *Newsweek* interviewed several more. A CBS film crew spent four days in our building filming 10 teachers' work with the script of *The Lion, the Witch, and the Wardrobe.*

Television use is coming of age. Studies done in the 1960's and early 1970's on the wise use of TV will no longer suffice. The U.S. Office of Education (now the U.S. Department of Education) has subsidized the development of games and booklets to help students think about the television they watch. We will continue in our school and my class to present lessons based on television.

What's next? Will television be so responsive that students can communicate directly with it? Are video discs going to be in my classroom soon? Will students be producing television programs in prime time? Some schools are already working with portable video equipment to teach the technical aspects of TV production.

In the 1980's, will we still call television the boob-tube? Will some people still consider watching TV anti-intellectual? Or will we recognize wise television use in this decade as a matter of literacy, inviting the critical use of taste, experience, and perception? The question for the next decade is What are the best ways children can use television? And asking that question is working on the answer. □

This article has been excerpted from "TV and My Classroom: An Evolutionary Tale" in the Fall 1979 issue of *NCCT Forum, now Television & Children.*

WHY WE NEED CRITICAL VIEWING SKILLS

In April of 1978, then U.S. Commissioner of Education Ernest Boyer, working with the Center for the Book of the Library of Congress, initiated a series of projects to help students and adults make television viewing a more purposive activity. Critical viewing skills for four groups of viewers—elementary, middle, and high school students, and adults—grew out of these projects. Their primary objective is to give these groups a greater awareness of the choices regarding television available to them. The basic premise of the projects is that everyone, even young children, can learn to be critical of TV and to use it judiciously.

Critical television viewing skills enable individuals to use television wisely as a source of information and entertainment. Being a critical TV-watcher has certain prerequisites:

- A knowledge of the special effects of TV production. Television is both more and less than real life. It compresses both time and space.
- A knowledge of the social trade-offs involved in television viewing. Excessive viewing may adversely affect mental health. A constant viewer may leave important things undone or neglect interpersonal relationships as a result of habitual viewing. TV watching may encourage a passive attitude and make a person avoid activities that require active participation.
- A knowledge of commercial influences on television and the profit motive that supports most programming. Because production is directed to the largest possible audience, discriminating viewers may not accept the value systems TV portrays.
- A knowledge of personal and group patterns of viewing. A knowledge of one's own viewing habits, as well as age-group patterns, is necessary because television sponsors use these habits to further their commercial interests.
- An ability to differentiate between information and propaganda. Advertisements frequently provide information, but they are designed primarily to sell a product. Advertisements, therefore, couch information in the most persuasive manner. Viewers need the objectivity to recognize how advertisers use humor, sex, and the bizarre to seduce them into buying products.
- An ability to understand and evaluate opposing views on news and documentary programs and to understand that TV news programs have time constraints that limit in-depth reporting.
- An ability to understand the differences between television and other media. For example, How does a book differ from its adaptation as a TV drama? How does a TV show differ from a stage or film show?
- An ability to understand one's own motivations for watching television: Why do I watch TV? What do I get out of it? Is it a diversion from a busy schedule? Do I use it as a way to stimulate myself to a deeper study of a specific issue? Is it my main source of information outside my own experience?
- An ability to understand the consumer's role in TV. How can I influence what's produced? What is my role in community-based television?

At the elementary level, children can and should learn that TV distorts the real world. They can test the television world against their real world. With parental guidance, they can learn to use TV wisely. The family, the school, and agencies serving youth can make TV viewing more responsive to the needs of children.

At the middle school level, students can learn to establish priorities on the quality and quantity of their TV watching. They are interested in how TV programs are put together, how shows are rated, and how limits are imposed on advertising. At this age, they like to critique programs.

At the secondary level, students are aware of desirable alternatives to TV watching. They are involved heavily in social activities and sports, as well as their schoolwork and possibly part-time jobs. At this age, they begin not only to analyze TV but also to make choices on how they want to use it. They can under-

By FRANK B. WITHROW
Chief of the Educational Technology Development Branch, Division of Educational Technology, Office of Libraries and Learning Technologies, U.S. Department of Education.

stand and explore a wide range of drama, news, and special events programs. In effect, they can become sophisticated users. They can understand the rating systems and the commercial impetus behind the industry. They are aware of (and can learn to understand) the sociopolitical aspects of TV.

At the post high school level, adults need to understand their own use of TV and the role they play in monitoring children's use of it. They especially need to recognize the interplay between the social group and television. For example, what does it mean when more than 100 million people watch *Roots*? Will the viewers study further the issues involved?

A number of other agencies besides the U.S. Office of Education (now the Department of Education) are concerned with television and education. Some deal with the content of programs and make specific recommendations for viewing. Others develop parent activities and hold neighborhood workshops to train parents in controlling their own or their children's TV viewing. The Department of Education's approach in designing critical TV viewing programs is to assist the individual in a nondirective way to monitor his or her own habits.

Many sociologists consider television as the nation's common denominator because it is the most persistent and pervasive single activity most people engage in. For many Americans, the time and attention it consumes exceed that required by school, church, and job. We cannot leave to chance such an important influence.

Today television is not as good as it could be but neither is it as bad as its critics claim. Schools and the television industry have an opportunity to form a partnership that will be mutually satisfying. □

This article has been excerpted from "Objectives for Critical Television Viewing Skills Curricula" in the Summer 1980 issue of *Television & Children*, formerly *NCCT Forum*.

Critical Viewing Skills Projects

The U.S. Office of Education (now the Department of Education) granted $1.6 million over two fiscal years to four independent groups to develop critical television viewing skills and to conduct workshops for four levels of education: elementary school, middle school, high school, and postsecondary school.

• The Southwest Educational Development Laboratory (SEDL) won the contract for developing critical viewing skills for elementary school students. SEDL organized the materials for this age group in the form of "road maps" and "tours" along a TV Discover theme. Along the way, students learn about places that would be worth visiting, side trips, and dead ends. They learn to think about the importance of remembering where they've been (what they've watched) and the dangers of spending too much time in one place.

Cue cards give teachers ideas on how to use television to complement language arts, science, math, and social studies.

Materials for parents help them guide their children's understanding and use of TV. Several studies show that parents can alter a TV program's impact on their children by making explanatory or editorial comments during the program. The aids for parents discuss specific TV-related problems that most families experience and suggest solutions.

• A public television station in New York, WNET, developed the critical viewing skills curriculum for middle school students (grades five through nine). The curriculum's primary tool is *Critical Television Viewing: A Language Skills Work-A-Text*. This book of worksheets helps students to improve their vocabulary and to increase their reading and other language arts skills in conjunction with television viewing.

WNET also produced *A Family Guide to Critical Television Viewing* that suggests special TV-related home activities. The objective is to encourage the whole family to become critical viewers together by talking about their reasons for watching TV, by discussing what they could be doing instead of watching TV, and by planning family TV viewing a week in advance.

• The Far West Laboratory in San Francisco developed the critical viewing skills project for high school students. This curriculum teaches students how TV works and how it influences them. It provides simulated experiences that put students into the shoes of broadcasters, advertisers, regulators, and viewers. The curriculum relies heavily on real TV scripts, ratings, and regulations.

The goal is to teach high school students four skills: (1) to evaluate and manage one's own TV viewing behavior; (2) to question the reality of TV programs; (3) to recognize the arguments employed on TV and to counterargue; and (4) to recognize the effects of TV on one's own life.

Classroom materials include a student text, *Inside TV: A Guide to Critical Viewing*, and a *Teacher's Guide*. The text is designed as a one-semester elective course, but each of its seven units can be taught separately.

• A substantial group of TV-watchers—the adult viewers, especially young members of the first Television Generation—have no methodology for being critical of TV.

Boston University's School of Public Communications has designed and produced a critical TV viewing skills curriculum for these adults and postsecondary students. The curriculum has four major subject areas: (1) television literacy—its processes and language; (2) persuasive programming (commercials, public service announcements, and "institutional documentaries"); (3) entertainment programming (sex, violence, and stereotypes as entertainment); and (4) informational programming (the presentation and interpretation of news programs). □

This information is extracted from four articles on the critical television viewing skills curriculum projects that appeared in the Summer 1980 issue of *Television & Children*, formerly *NCCT Forum*.

SPECIAL FEATURE ON TELEVISION AND LEARNING (continued)

THE ABC/NEA SCHOOLDISC PROGRAM IS UNDER WAY

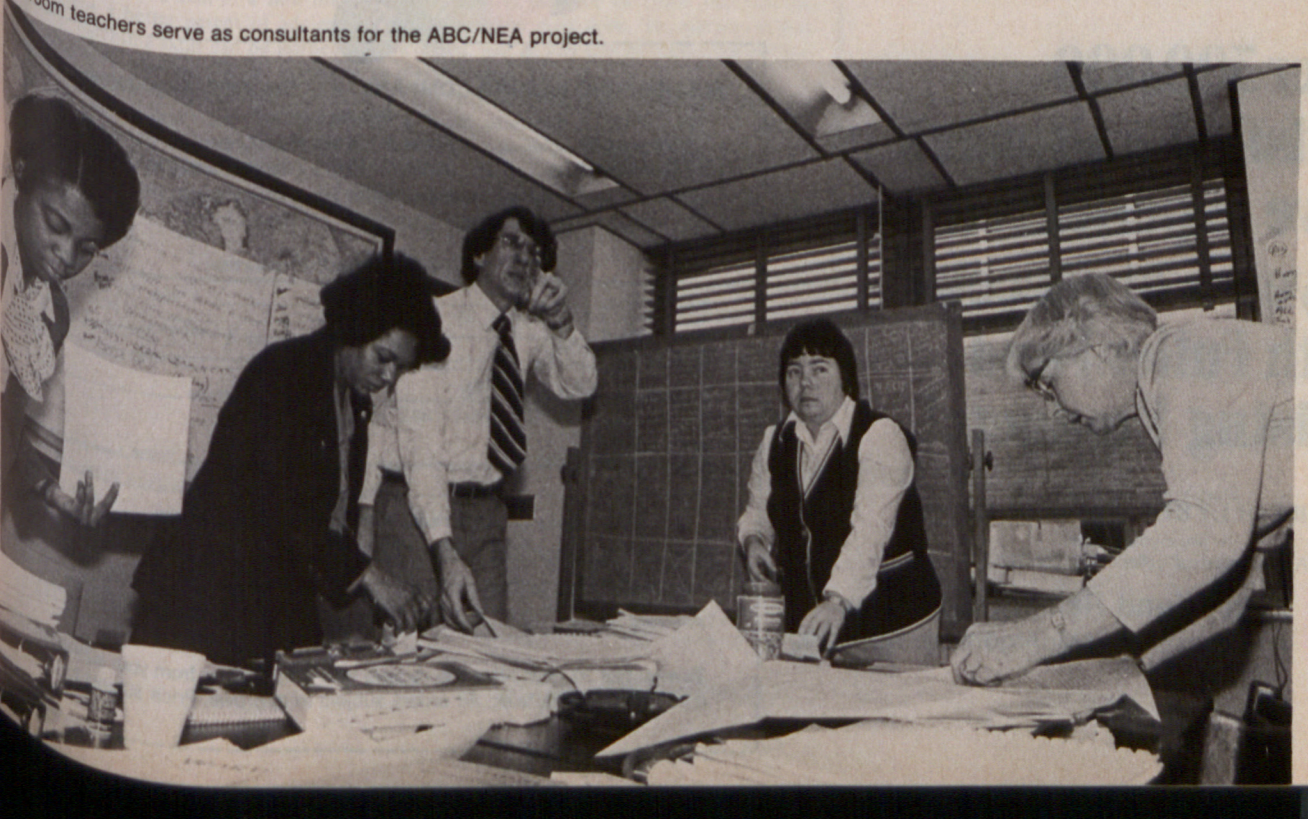
"It isn't often teachers get a chance to dream of something they'd like to teach—and then have the backing of creative artists to turn those dreams into realities." The speaker was Mae Helen Smith, fourth and fifth grade teacher at the Schneider Elementary School, North Aurora, Illinois. The chance she referred to was part of a unique new project: a project in which teacher-consultants developed ideas for vid-eo-teaching materials and television professionals im-plemented them.

The ABC/NEA SCHOOLDISC Program, an unprecedented collaboration between classroom teachers and television, was announced in January 1980 by the National Education Association and American Broadcasting Company (ABC). Proposed by ABC and given form in negotiations with NEA's National Foundation for the Improvement of Education (NFIE), its purpose is to supply instructional materials for grades 4 through 6. The project's immediate goal—say, by 1981—is one hour of video material for every two weeks of school; the ultimate goal—who can even estimate?

How did NEA and ABC start such a long-term and ambitious project? The first priority was to find outstanding teachers to serve as key consultants. NEA selected five, not for their expertise in audiovisual education or their special background in television,

By FRED T. WILHELMS
Former Executive Secretary, Association for Supervision and Curriculum Development.

Classroom teachers serve as consultants for the ABC/NEA project.



M&M's® What a Money-Maker!

Now you can easily earn $315 to $337 or more selling M&M's

America's Favorite Candy

M&M's
PEANUT CHOCOLATE CANDIES
"the milk chocolate melts in your mouth—not in your hand"
M&M's
PLAIN CHOCOLATE CANDIES
"the milk chocolate melts in your mouth—not in your hand"

Everybody loves good candy and nothing beats selling nationally advertised M&M's, they're the best! M&M's, the candy-coated plain and peanut chocolate candies are the favorite of millions and sell at a price everyone can afford.

M&M's Mean Big Profits For You

When you order M&M's, you receive a convenient carrying case of 48 boxes of candy. Each box sells for 50¢ or $24.00 a case. You keep a profit of $9.00 on the sale of each case. Each member can easily sell two or more cases of these proven money-makers! Here's how big your profits add up:

YOU ORDER	YOU'LL MAKE
35 cases	$315.00
50 cases	$450.00
75 cases	$675.00
100 cases	$900.00
375 cases	$3,375.00

Over 300,000 satisfied customers have experienced 20 years of success with Fuller Fund Raising Products!

Start Your Sale Now!
Call TOLL FREE 1-800-633-5732
to place your order.
(AL residents call collect (205) 264-2176)

Fuller Fund Raising Company
P.O. Box 4957 / Montgomery, AL 36192

FULLER FUND RAISING COMPANY / P.O. Box 4957 / Montgomery, AL 36192

Please Print:

☐ Please send _____ cases of M&M's Plain Chocolate Candies.
☐ Please send _____ cases of M&M's Peanut Chocolate Candies.
(Minimum order is 35 cases, Fuller pays freight cost.)

ORGANIZATIONAL INFORMATION

Your Name _____ Your Title _____
Name of Group _____ No. Members _____ No. Selling _____
Name of School/Church/ Sponsoring Organization _____ Phone: (___) _____
Organizational Address _____ City/State/Zip _____

SHIP TO:

Name of Person and/or Company Name _____ Phone: (___) _____
Address _____ City/State/Zip _____

ADULT RESPONSIBLE FOR ORDER/PAYMENT

Name _____ Phone: (___) _____
Home Address _____ City/State/Zip _____
Authorized Signature _____ Scheduled Sales Date _____

Terms: Net 30 days after you receive your shipment or from your scheduled sale date, whichever is later. All orders subject to approval. Price subject to change.

TDM008

How to Live With Your Teenager

A Survivor's handbook for Parents

by Peter H. Buntman, M.S.W., ACSW
and Eleanor M. Saris, M.Ed.

Draws High Praise from Members of the Professional and Educational Communities Alike!

DR. THOMAS F. DIGNAM – Executive Director of Sunset Hills Family Counseling Center
"I found this book to be an invaluable handbook for parents, educators and counselors of varying persuasions. It is practical, workable, down to earth and offers a checking of one's approach to adolescents using a journal to examine one's progress in utilizing communication exercises.".

How To Live With Your Teenager – A Survivor's Handbook for Parents will help you live with your teenager as amicably and as harmoniously as possible.

This book offers guidelines for those parents who are looking for a how-to book that tells them specifically and in detail what to do to help their teenager become a happier person.

Included in the book is a "course in parenting" that is original, dynamic, and practical. Authorities believe *How To Live With Your Teenager – A Survivor's Handbook for Parents* will have a major impact in the field of adolescent studies because it teaches parents concrete communication skills, and then by using a unique journal-in-the-book approach, it helps parents put those communication skills into practice.

This book breaks new ground in several major areas. It pioneers the idea that parenting adolescents is a skill – a skill that can be learned. It pioneers the belief that you can become a better parent of adolescents as you increase your skills. The authors believe that parenting skills can be learned and increased, just as you can increase your skills in other areas such as cooking, gardening, or playing tennis.

The authors believe that parenting is a highly complex and complicated skill and most parents don't have an opportunity to learn parenting skills. This book is a start. There isn't any other book like this one written for parents about teenagers – this book offers real help for parents!

There is something very special about the teen years. With parenting skills at your fingertips, your child's adolescent years can be an enriching and gratifying experience for you both.

DR. EVERETT L. JACOBSON – President, Southern California Psychotherapy Association of Orange County
"How to Live With Your Teenager – A Survivor's Handbook for Parents will prove to be an extremely practical and useful tool for parents who are frustrated by their adolescents. The authors have taken some highly valid principles and presented them in a comprehensive fashion that the typical parent can understand quite readily."

DR. RENIA YAWN – Junior High School Guidance Counselor
"This a book for people who are tired of reading and want to start doing. It is written with understanding and practical advice that works. Buntman and Saris bring together a knowledge and understanding of teenagers to give bewildered parents the help they need."

Please send me _____ copies of the book, *How To Live With Your Teenager–A Survivor's handbook for Parents at $9.95 each plus $.75* postage and handling to:*

BIRCH TREE PRESS
311 S. San Gabriel Blvd. • Pasadena, CA 91107
(213) 795-2772 TE-10

**California residents add 6% sales tax*

☐ Payment enclosed – Amount _____
☐ Visa # Expiration Date _____
☐ MasterCharge # Expiration Date _____

NAME _____
ADDRESS _____
CITY _____ STATE _____ ZIP _____

CIRCLE QUICK-ACTION CARD NO. 15

RAISE $110 to $2,200 and more with these

50¢ Best Sellers!

famous names that sell themselves to earn you more profits!

Everyone knows the names Reese's Peanut Butter Cups and Hershey's real milk Chocolate. You can offer these favorite candies at a low 50¢ price that will surprise everyone . . . a price everyone can afford. Remember—a 50¢ item means an easier fund-raising sale for you; more repeat business, too!

America's favorite candies mean BIG PROFITS FOR YOU!

All of these *nationally advertised* chocolates—Reese's Peanut Butter Cups, Hershey's Krackel Chocolate Bars and Milk Chocolate Bars with whole roasted almonds—come to you kitchen fresh in convenient cases of 60 packages or bars. Each item sells for just 50¢ or $30.00 per case. You keep a big $11.00 per case profit! See how quickly those profits can build . . .

BY ORDERING:	YOU'LL MAKE:
10 CASES	$ 110.00
25 CASES	$ 275.00
50 CASES	$ 550.00
100 CASES	$1,100.00
200 CASES	$2,200.00

We recommend you order 1 case per member selling. But many will sell more, so you might want to order a few extra cases!

START YOUR PROGRAM RIGHT NOW!
To order: Fill out the coupon completely, detach and mail today. **Send no money; we'll give you up to 30 days to pay.** For faster fund-raising, CALL TOLL-FREE: 1-800/633-6750 (in Alabama call 1-800/672-1321). Either way, ORDER TODAY!

AMERICA'S BEST
P.O. Box 121, Mobile, AL 36601

Why are we AMERICA'S BEST?
Because we work harder to make your fund raising campaign a big success — with high quality, famous name brands that sell on sight . . . with free sales plans and promotional help . . . and with generous terms that require no payment until after your campaign has ended!

MANY MORE HERSHEY'S and REESE'S MONEY-MAKERS FOR YOU!
Included are big $1.00 bars of Hershey's Milk Chocolate with Almonds, Krackel Chocolate Bars, plain Milk Chocolate and exciting Kit Kat Wafer Bars drenched with Hershey's real Milk Chocolate. Packed 30 bars per case; you make $11.00 per case. Also j-u-m-b-o bars of Reese's Peanut Butter Cups to sell at $2.00. You make $11.00 per case of 15 boxes!

MAIL TO:

AMERICA'S BEST
P.O. Box 121, Mobile, Alabama 36601

Please send us the following:

50¢ MONEY MAKERS
____Cases Reese's Peanut Butter Cups
____Cases Hershey's Krackel Bars
____Cases Hershey's Milk Chocolate with Almonds

$1.00 MONEY MAKERS
____Cases Hershey's Milk Chocolate Bars
____Cases Hershey's Krackel Bars
____Cases Hershey's Milk Chocolate with Almonds

$2.00 MONEY MAKERS
____Cases JUMBO Reese's Peanut Butter Cups

Minimum order 10 cases. All freight charges on 40 cases or more paid by America's Best.

☐ Please rush additional information on your fund-raising plan. No obligation.

Free Promotional Help! Also, please send without charge: ☐ Sales Plan ☐ Radio and Newspaper Releases

ORGANIZATION INFORMATION:

Name of Group _____

Name of Sponsoring Institution _____ Number of Members _____
(School, Church or Other)

SHIP TO:

Name _____ Telephone (area) _____
(Print person's name who will receive shipment)

Street _____ City _____

County _____ State _____ Zip Code _____

SEND BILL TO:

Name _____ Title _____ Age _____ (if under 21)
(Adult Official or Sponsor in Charge)

Address _____ Telephone (area) _____

City _____ State _____ Zip Code _____

✓ Signature _____ Date sale is scheduled to begin _____
(Adult Official or Sponsor in Charge)

List one additional officer: _____ Telephone (area) _____

Terms: 30 days net from receipt of merchandise or scheduled sales date, whichever is later. And to insure factory freshness of every product we are unable to accept returns of candy. All orders subject to approval. Price subject to change.

02RTE-S

CIRCLE QUICK-ACTION CARD NO. 55

Don't buy any current events program before you try

The VEC News, FREE.

"There is no way I can express my feelings about this filmstrip program in the allotted space. This is without a doubt the best teaching aid in the social studies field. In the 5-6 years I have been using this program there has never been one kid I couldn't get interested. It is the best. Any one who doesn't use it in their classroom is cheating his students. I use it about one-fourth of my total classtime in some of my classes."

MEDICINE VALLEY HIGH SCHOOL
CURTIS, NE

"I consider VEC one of the finest teaching aids I have ever used. The students' interest is sustained throughout the entire filmstrip, which indicates their appreciation of the news presentation. Many thanks for this valuable service."

J.W. HALLAHAN CATHOLIC
GIRLS HIGH SCHOOL
PHILADELPHIA, PA

"I believe the VEC educational program is an outstanding teaching tool for high school students. It makes them aware of current domestic and foreign problems that we face as a nation and helps the Social Studies teacher bring History or Goverment alive."

PERRY SR. HIGH SCHOOL
PERRY, OH

"The VEC current events program has really helped 'turn on' my students to the 'real world' of what is happening now — especially with VEC's coverage of the Iranian crisis — much meaningful dialogue has taken place in my classes."

PINER HIGH SCHOOL
SANTA ROSA, CA

"I am extremely grateful to receive the VEC filmstrip. Of all the materials I use in Social Studies, VEC is my favorite. It is amazing to see the students' knowledge of current events grow during the year."

WOOD RIVER HIGH SCHOOL
WOOD RIVER, IL

"To make a class interesting, informative and exciting, I use the weekly filmstrip. It stimulates even the most bored into becoming a participating student. In 23 years of teaching, I have found my lesson plans based on these filmstrips to be the most effective."

ALBERT EINSTEIN SR. HIGH SCHOOL
KENSINGTON, MD

"Your material is of extreme value to Robinson. It is used in a current affairs course, American History and U.S. Government. We literally fight over it when it arrives in school."

ROBINSON SECONDARY SCHOOL
FAIRFAX, VA

"I cannot begin to think of a Social Studies Program in this school without VEC News. We use it in all grades from 7 through 12 (approximately 750 students). This program is so flexible that it adjusts to all situations. I heartily recommend it."

SOUTHWEST HIGH SCHOOL
JACKSONVILLE, NC

"We are delighted with the VEC Program. It is used by a number of different classes from an honors group in Social Studies to a low level Special Education class. It is truly a welcome addition to our program."

NEW PROVIDENCE HIGH SCHOOL
NEW PROVIDENCE, NJ

"I love the program. I have used it for 4 years as part of U.S. History and Problems of Democracy courses. The students really respond to it, they follow current events and often buy the newspaper on their own. I would really miss the program."

BRIDGEWATER-RAYNHAM HIGH SCHOOL
BRIDGEWATER, MA

"It is a fantastic program. It promotes interest, helps motivate students to participate in local affairs, aids students in understanding national and international news and generally makes them more aware."

FAIRFIELD HIGH SCHOOL
FAIRFIELD, OH

"Our students look forward to the weekly filmstrip. If it arrives a day or two late, I am besieged with questions as to when it will get here."

DEKALB HIGH SCHOOL
DEKALB, IL

"We have tried a number of different types and varieties of current events publications. The VEC Program is invariably preferred by both our students and faculty."

NORTH HIGH SCHOOL
SIOUX CITY, IA

"This program is of significant value. We use this program for regular government classes and in our honors (or enriched) classes. Thank you for providing such a well organized look at the important news events."

EDISON HIGH SCHOOL
SAN ANTONIO, TX

"Students who have shown no interest in school and what is going on around them have started to read and discuss current issues. That's a break-through."

MARYSVILLE-PILCHUCK HIGH SCHOOL
MARYSVILLE, WA

"I have found VEC unusually timely, informative, and intellectually provocative. The students are becoming more current events oriented."

HAMILTON UNION HIGH SCHOOL
HAMILTON CITY, CA

"The best teaching device I have ever used or seen. It is more valuable than my textbook."

BROKEN BOW HIGH SCHOOL
BROKEN BOW, NE

We want more educators to try our unique weekly current events filmstrip program, so we're offering three weeks free!

The VEC News is incredibly timely — national and international news up through the previous Friday is in your classroom by Tuesday. The teacher's guide is written on three different concept and vocabulary levels, so it can be used with students on all attainment levels.

Write for your free three-week trial of the VEC News today. Each week you'll receive a news filmstrip and a narrative guide of the most important news events of the week. All the materials are yours to keep with absolutely no obligation on your part.

Sound too good to be true? Actually, we're willing to make this exceptional free offer because we're convinced that these are among the finest, most exciting teaching materials you'll ever try. Don't make the mistake of buying another current events program before you try the best — The VEC News.

THE VEC NEWS — Also available in Spanish

Please send me a free three-week trial of the VEC News. I understand there is absolutely no obligation on my part.

Name

School

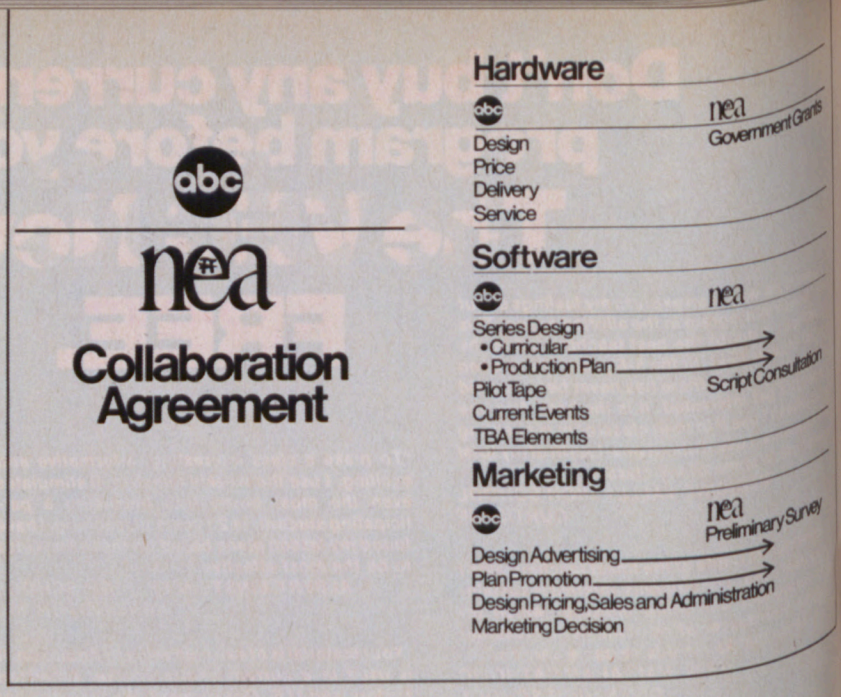
School Address

City State Zip

VEC, Inc.
P.O. Box 52
Madison, WI 53701

Visual Education Consultants, Inc. P.O. Box 52 Madison, WI 53701

CIRCLE QUICK-ACTION CARD NO. 57



but rather for the quality of their classroom teaching and of their work in curriculum development. They are Patricia Baxter, Mt. Houston Elementary School, Houston, Texas; Camille Faith, Gunpowder Elementary School, Baltimore, Maryland; Eleanor Guerci, Leonardo Elementary School, Middletown Township, New Jersey; Mae Helen Smith; and Ron Szabo, Edgeboro Educational Center, Bethlehem, Pennsylvania.

A few preliminary decisions about the project had been made during NEA-ABC negotiation:

- For the first phase of the project, the goal would be to produce 20 one-hour programs, one for each two of the 40 weeks in the school year. (Plans are under way to field test one pilot disc in the fall of 1980.)
- Each hour of material would contain six 10-minute segments: one each in language skills, social studies, science, and the arts; in addition, one segment would always be devoted to current events, and one would be reserved for in-service messages to teachers.
- The material would be recorded on video-discs but will also be available on tape.

ABC's decision to use discs indicates their long-range goals for this project. At this time, even the most common forms of videotape equipment are still in very short supply, and video-disc equipment virtually does not exist in schools. Yet, ABC chose the disc. Clearly, ABC is saying: "We know that we are entering a long-term proposition. We know that anything approaching our final offerings is years away. Therefore, we are deliberately going right now to the technology of the future."

Right from the start, we educators also should think in those same long-range terms. The hour every two weeks, the particular segments to be recorded—all these and other features are simply preliminaries, a starting point where we accumulate experience.

The action started for the teacher-consultants and ABC specialists with a week of working together at NEA headquarters. After a day or so of briefings from NEA and NFIE staff and some time spent getting acquainted, the five consultants were on their own, for this project belongs to front-line teachers.

They report that the job was so absorbing it was hard to stop. Eleanor L. Guerci said, "Well, we weren't exactly quitting at five o'clock"; and Camille Faith commented, "Some of those days went 15 hours." Ron Szabo said, "It's the first time I can remember having time just to sit around and talk about kids and their needs."

The teachers had one overriding charge—to use the rich technical resources of a great television system to increase literacy and language comprehension for upper elementary students. Those are the fundamental "basic skills" once decoding is achieved.

How could this best be done? The teachers zeroed in on "critical thinking"—an umbrella phrase that covers all the higher thought processes, such as analyzing, reasoning, and using data to make predictions.

The teachers asked themselves what understandings they expect fourth, fifth, and sixth graders to have. These then became the themes of the lessons—one for each of the 20 one-hour programs that the project is committed to supply. Some of the themes are "openness to change," "pride," "fact and opinion," "analogies and comparison," "decision and consequences," and "heroic qualities." Since each of the 20 themes would express itself differently in social studies, science, the arts, and language skills, the group was really developing 80 separate lessons.

For each, they first wrote a careful statement of purpose, matching a specific theme with a specific curriculum area. Then they supplied a few examples of possible content.

While the teacher-consultants had the job of choosing the themes and supplying examples of how each might be developed, the staff of ABC had the job of creating the actual programs.

For an example of how this process worked, take the theme "interdependence." The teachers had suggested that for the arts curriculum this theme be developed by "illustrating all the elements necessary for a ballet." The creative television crew loved the idea; it could be done visually with great force and beauty. Their script weaves together the essential contributions to ballet, not just of directors and dancers but also of designers, electricians, ticket sellers, musicians—and even the people who manufacture the special clothing and shoes ballet dancers need. It is a statement on interdependence that simply cannot be matched by any merely verbal instruction. And, toward the end, it swings out provocatively to start students thinking about interdependence in their own lives, far removed from the ballet.

Here is a good example of teamwork at its best, with the teacher-consultants expressing their professional judgment of what is needed and what will work," while the professional TV workers give form and substance to ideas.

The teachers did not merely set things going, however, and leave the rest to the TV experts. The teachers reviewed the pilot scripts that ABC developed and requested revisions in the drafts.

Mae Helen Smith points to one general criticism of many of the first drafts: "The TV script writers forgot how sophisticated fourth, fifth, and sixth graders can be and wrote down to the students." Another major criticism was that the script writers wrapped up the segments so tightly that there was no room left for student discussion.

That sort of problem was solved quickly, however, because of the TV staff's willingness—even eagerness—to listen. From the very first day, they exhibited a genuine desire to depend on the classroom teachers' expertise. ABC had selected them not for their knowledge of the schools (just as the teachers had not been selected for their knowledge of television), but rather for their knowledge of their craft and their willingness to hear what teachers had to say. Camille Faith said, "Talking to them was one of the high points of the week; to tell the truth, it was an intellectual high."

The consultants felt admiration for the TV artists—but, more importantly, they felt and do feel that they are in charge: that it *is possible* for teachers to shape TV into the kind of instructional tool they need and want for use with their students.

Now, as ABC puts together four pilot video-disc segments, the teacher-consultants are working on *Teachers' Guides* to accompany each of the four subject areas. The video segment is the introduction to the lesson—the discussion starter. The heart of the lesson is in the *Guides*.

The *Guides* will make it easy for classroom teachers to conduct thoughtful follow-ups to the brief video presentations. For this purpose, the consultants are devising keen follow-up questions, citing relevant references, and suggesting useful activities. They are paving the way for each segment to be used in its appropriate field without long preparation and with a range of possible follow-ups.

At this point, the project consists of a few revised and ready scripts, a few video-discs in gestation, and teachers' guides nearly ready to go out with them. The first phase of the commitment is well under way, and one pilot was shown at the NEA Representative Assembly last July.

How do the five teacher-consultants feel about the project thus far? They are enthusiastic, to put it mildly. Patricia Baxter says, "It's a way we can help open up students to the process of critical thinking. Children will be able to identify with this—especially with ABC's coverage of current events."

Not gainsaying their enthusiasm, all the teachers are sobered by one factor that may affect how soon schools can adopt this video-disc program—cost. They recognize that budgets are tight, and they worry that ABC's decision to use hard discs will call for a retooling from the video-tape systems now in use. Yet, they all applaud the decision because "these discs are as easy to play as a phonograph record," as one of them said. Also they recognize that discs will be the preferred technology of the future—and they see their current work as only the beginning of a long-term achievement.

Speaking for myself, I see this ambitious beginning as indicative of NEA's commitment to asserting the leadership of the classroom teacher, and of ABC's long-range commitment to accepting the classroom teacher's leadership in developing instructional TV. At the next level down, it is indicative of the eagerness of the TV craftspeople to learn from teachers and, above all, of the teacher-consultants' willingness to open the way toward a genuine enrichment of what can be taught. They, as representatives of their fellow classroom teachers, have chosen not merely to belabor what is already taught well, but to embark on critical thinking in all curriculum areas.

With the promise of the ABC/NEA program, we may one day look back and see 1980 as the beginning of far more than just a decade. □

THE BIG PICTURE: NEA INVOLVEMENT IN TV

Television has not only come of age but is going to school. TV programs are rehashed over lunch or at recess. T-shirts, lockers, and lunch boxes are adorned with pictures of TV stars.

How does TV affect students' academic performance? Teachers report that students have short attention spans, expect quick resolutions to all conflicts, and often seem to be exhausted after staying up late to watch TV. On the other hand, teachers say that students seem to know a lot about world affairs and credit this to programs that dramatize contemporary problems and historical events. Using television programs that focus on societal issues or literary classics as starting points, teachers have motivated students to study an issue further or to read the original classic. More and more teachers are accepting television as a legitimate classroom resource.

National educational organizations, networks, parent groups, and the federal government all are influencing the constructive and creative use of TV. Recognizing the potential of television as a teaching tool, the NEA and its state and local affiliates are involved in projects that promote the educational use of TV.

Use of specials. When the NEA previews and evaluates TV specials to be broadcast on commercial and public networks, its recommendations appear in the *NEA Reporter*, a newspaper that all members receive eight times a year. In this way, NEA alerts teachers to meaningful programs in advance of broadcast so that they can—if they wish—recommend programs to their students. A fringe benefit for the public is that NEA endorsements encourage the networks to schedule broadcasts with wide cultural, social, and educational appeal. In an informal survey, one network reported that an NEA endorsement is worth two rating points: 3 million homes or 7 million viewers.

To help both teachers and students get the most benefit from a special, NEA from time to time includes in *Today's Education* teacher/viewer guides prepared in advance of the air date by organizations such as Prime Time School Television, a national nonprofit educational organization. Foundations, networks, and corporations finance their production and distribution. The guides provide a synopsis of the program, as well as a wide range of discussion topics, student projects, and related resources.

Reading projects. Television reading projects such as the CBS Reading Program provide scripts of selected specials and series programs with accompanying teacher materials. The Massachusetts Teachers Association (MTA) has been using the program for two years. In its newspaper, *MTA Today*, MTA publishes teacher guides prepared locally or by CBS. Additionally, CBS makes scripts available to MTA members. In advance of a show's air date, the *Boston Herald American* prints, as a public service, special editions of the scripts for classroom use and sends them out to schools. Then, on the actual day of broadcast, the *Boston Herald American* publishes the scripts in its regular editions.

Critical television viewing skills curriculum projects. The U.S. Office of Education (now the Department of Education) funded four critical television viewing skills projects for students. (See "Why We Need Critical Viewing Skills" by Frank B. Withrow and the summary of the four federally funded curriculum projects also in this special feature.) Several NEA state affiliates sponsored or participated in conferences on the critical television viewing skills curriculums. Among them were the New Jersey, Iowa, and Ohio affiliates.

One of the four curriculum projects—the one developed by WNET in New York—presented teacher-training workshops at three regional conferences that were attended by 22 state associations. NEA's Instruction and Professional Development sponsored the conferences. WNET's project also presented workshops at a Michigan Education Association summer leadership conference and at a special statewide conference on children and TV sponsored by the New Jersey Education Association. Lynne Brenner Ganek, associate project director of WNET's Critical Viewing Skills Project, says: "These workshops demonstrate that TV used constructively can be linked to academic skills."

Privately funded projects such as Prime Time School Television's "Making the News" link TV to basic skills and subjects. Funded by the American Broadcasting Company, "Making the News" examines TV news: the critical decisions that producers have to make on story selection, structure, depth and length, and objectivity. (It appeared in some editions of *Today's Education* in November-December 1979.)

Students and teachers in many parts of the country

By LINDA KAHN
Director of Curriculum Development, Prime Time School Television, Chicago.

used "Making the News" as the basis for a unit on TV news. Phil Barber, who teaches a television course at Interlake High School in Bellevue, Washington, says, "The unit helped my students to become aware of how television news influences our perceptions of world events." According to Susan Saxe, who used the unit with a ninth grade class in American history at Parkway Central Junior High School in Chesterfield, Missouri, "The curriculum brought students and parents together by giving them an area of common interest and concern. Students now regularly watch the news, even though I no longer assign it."

An example of independent local initiative to teach about TV is an effort of the Baltimore (Maryland) Teachers Association and the Baltimore County PTA. In 1976, Camille Faith (fifth grade teacher at Gunpowder Elementary School), other teachers, and parents proposed to the Board of Education that TV viewing skills be made part of the school curriculum.

When the Board agreed to a pilot project in four elementary schools, "Project Awareness" began. Teachers developed classroom projects according to general guidelines, focusing most activities in the first year on language arts and social studies. During the second year, 16 schools added consumer education and science projects.

Several state and local education associations have developed curriculum projects that help teachers relate television to their classroom activities. In many cases, the journals of the state groups have published these curriculum projects.

For example, the Massachusetts Teachers Association developed a curriculum outline and "TV Calendar Guide," which they published in the January 11, 1980, issue of *MTA Today*. It suggests activities that explore TV production, the television industry, advertising, and themes and topics on popular programs. (This fall the MTA's Committee on Television is sponsoring a curriculum contest to generate TV-related materials for use in elementary, secondary, and postsecondary schools.)

The state education associations in Ohio, Pennsylvania, and Vermont have also featured articles in their journals that link learning basic skills with TV.

Parent/teacher workshops and community projects. Parent/teacher workshops frequently focus on the impact of television on students and the family. For example, the Iowa State Education Association (ISEA) has attempted to convince parents that the solution to what might be termed "the problem of TV" rests with them rather than with the television industry. Along with other education, medical, and church-related groups, ISEA has developed and distributed a worksheet designed to make parents more aware of how their children are spending their time. The worksheet helps parents and students to plan after-school and weekend activities. It also contains tips on TV program selection and facts about TV's positive and negative effects.

In suburban Cedar Rapids, the ISEA is working with the Linn Mar Community Education Association on a project called "Taming of the Tube." During the 1979-80 school year, 2,400 students in grades K through 8 took home six packets of materials, each targeting one aspect of television. The materials included a fact sheet and suggestions for activities other than watching TV. Dorothy Thompson, a kindergarten teacher at Bowman Woods Elementary School in Marion, Iowa, heads the project.

Another project involving NEA affiliates is "Show and Television." In October 1979, NEA members in Mehlville, Lindbergh, Rockwood, Hancock, and Webster Groves, Missouri, began writing a weekly TV column for a local newspaper, the *South County Journal*. The feature has three sections: a general article on a topic such as TV violence or advertising; "Teacher Picks," which suggests specific programs and recommends activities for home and school use; and "Source/Resource," which tells readers where they can get additional information.

The column takes the schools into the community with television as the vehicle. Michael Skinner, a biology teacher at Oakville Senior High School in St. Louis, Missouri, has worked with "Show and Television" from the beginning. He says, "We frequently get letters and phone calls from both teachers and parents."

The New Jersey Education Association (NJEA) was one of the pioneering state affiliates in the constructive use of TV in the classroom. In 1978 the NJEA formed the New Jersey Coalition for Better Viewing in cooperation with other concerned groups. The Coalition has recently published two brochures: one for parents (available in English or Spanish), which offers facts about television viewing and suggests viewing activities and alternatives to television, and one for teachers, which recommends TV-related classroom activities and contains an extensive list of resource organizations.

The involvement of the NEA and its affiliates with television reflects the potential that teachers feel TV has as an instructional tool. Now that educators and broadcasters are working together, teachers are harnessing television's power, making it work for them to the advantage of their students. □

For the names and addresses of the organizations and people cited in this article, as well as additional resource information, send a self-addressed, stamped, No. 10 envelope to Karen Klass Jaffe, NEA Communications, 1201 16th St., N.W., Washington, DC 20036.

SPECIAL FEATURE ON TELEVISION AND LEARNING (continued)

THE FCC TAKES A HARD LOOK AT TELEVISION

Educators are in a better position than any other group of adults—with the exception of thoughtful parents—to understand television's impact on children. Thirty years ago, when television arrived, teachers found it to be potent competition for the attention of their students. That competition has only grown stronger.

Not surprisingly, the teacher's attitude toward television has often been a mixture of disdain, awe, and perhaps even fear. For how many of us look like Charlie's Angels or have the style of Miss Piggy or can match the zaniness of Mork? And how frequently can the classroom teacher serve up learning in simple, easily digestible lumps, like TV program segments, without the personal struggle that usually accompanies real intellectual growth?

Our hopes that our children or our students would benefit from television programming that is both culturally broadening and educational, as well as entertaining, have been disappointed. We have watched most of television become a daily round of predictable serials and melodramas, interspersed with an occasional program that is profound and moving.

Television executives point with understandable pride to accomplishments like *Roots* and *Holocaust*, programs that gripped the emotions and imaginations of both adults and children. While they were superior entertainment, they also served the higher purpose of enlarging the viewer's perspective on humanity's capacity for both love and hate.

Even when TV provides only formula entertainment, it still teaches children about the world and about social values with an immediacy that classroom teachers simply cannot duplicate.

Television, then, is more than the business of entertaining millions of viewers. It is also a teacher, shaping the values of our society. It teaches young people how we as a nation think about ourselves and our place in the world, and it affects the way we behave both as individuals and as a nation.

History has taught us that innovations in communications methods have always radically changed social and political environments. Gutenberg's invention of movable type made the printed word available to entire populations. No longer was the flow of information limited to the social and intellectual elites. In a later era, radio tied the world together via electromagnetic waves. More recently, television has made people all over the world participants in a global community.

In the United States, television has influenced our national and international affairs—from civil rights, Vietnam, and Watergate to Afghanistan and Iran. Not a passive medium, television conveys events instantly from around the globe as well as within our national borders. It makes viewers participants in these events, and viewer reactions add another dimension to the events themselves.

While past changes in communications capabilities have vastly enlarged the numbers of persons reached, television's phenomenal power today lies in the fact that more people can have instantaneous access to the same event or artistic experience than ever before.

The still unanswered question is what the quality of such an experience will be.

Classroom teachers immediately saw the educational possibilities of dramatic presentations such as *Roots* and *Holocaust* and used them to their students' benefit. Likewise, they have recognized the value of children's programs with more explicit educational goals such as *Electric Company*, *3-2-1 Contact*, and *Fat Albert and the Cosby Kids*.

Many teachers and much of the general public, however, still take a dim view of TV. I have received thousands of letters from disillusioned child viewers and their parents—all seeking more diverse and satisfying subject matter and better scheduling.

Recent surveys, such as one poll conducted for the Public Broadcasting Service (PBS), find that a major-

By CHARLES D. FERRIS
Chairman, Federal Communications Commission.

ity of Americans today think commercial television falls far short of its potential. People are weary of television programs that seem like reruns even the first time they're shown.

In spite of a generalized dissatisfaction with TV, as a nation we have incorporated TV viewing as part of our daily routine. Its growth has been nothing less than phenomenal. Immediately after World War II, only 1 in 100 homes had a TV set. By the mid-fifties, 75 out of 100 homes had a TV set. Today the percentage of homes with one or more television sets roughly equals the percentage of homes with indoor plumbing, and I would guess if Americans had to choose between the two, many would find it nearly impossible to do so.

Young children, in particular, are devoted television viewers. In a recent documentary on television and the family, Bill Moyers of PBS asked children whether they would rather give up their toys, their fathers, or their television. The majority said that they would give up playing with their toys and even talking with their fathers before they would give up watching television.

If our children could have access to dozens of new networks, all vying for their attention, would this abundance simply add to the distraction level for our children, our students, and ourselves?

I think it would be a positive step. No longer would television be limited solely to those programs that attract over one-third of the total viewing audience. The new media will narrowcast rather than broadcast. They will provide more effective and satisfying programming to specialized audiences.

Today we are experiencing a wave of technological breakthroughs in communications that is almost as significant as the advent of television itself. This quantum leap will permanently change the structure of television programming. Instead of only a few broadcast outlets existing in each city, new delivery systems such as satellites and cable will provide us with easily accessible, highly specialized types of information and thrust us ever closer to an information-based society.

These new communications systems will provide now-restless television audiences with fresh and specialized programming. For example, the number of programs for children and college-age adults will markedly increase. The Appalachian Regional Commission, an agency servicing 13 Eastern states, has already established its television system, the Appalachian Community Service Network, as a separate nonprofit corporation. By satellite and cable communications, this network now offers 70 hours of nationwide programming each week. The programming concentrates largely on courses for college credit established in conjunction with more than 50 colleges and universities.

The rapid and dramatic explosion in multichannel television systems and in pay TV—both on cable and over-the-air—is itself a big step. But the future use of two-way cable communications to provide information on call and the keen interest by major corporations in combining computer and communications technologies are even more exciting possibilities. This will make all forms of knowledge—both entertainment and information—accessible, inexpensive, and convenient.

New technologies can make a teacher's job less difficult. No longer will the classroom teacher be limited by the straitjacket of centrally broadcast programming that is aired once and never repeated. New communications systems will make television as flexible as today's textbooks. Programming will be readily available on video cassettes and discs as well as in central program banks. Multiple channels will make all programming available on an "as-needed" basis.

These are not the "blue sky" predictions of an unrestrained optimist. They are a solid description of a reality that is already defining itself.

A recent count of specialized programming services available to cable television systems listed almost 40 new programmers, 25 of which began operating since the beginning of 1979. New networks range from movie, sports, and religious channels to specialized programming for Black audiences, the elderly, the Spanish-speaking, and children.

The instant success of C-SPAN, which provides gavel-to-gavel coverage of the deliberations of the U.S. House of Representatives, and the intense interest in Ted Turner's new Cable News Network, which provides 24-hour news, are evidence of the rapidity with which our assumptions about what television programming "people won't watch" are changing.

Clear evidence indicates that viewers are willing to pay for programming that is not available on commercial television. Revenues in cable and subscription television doubled between 1977 and 1978 and doubled again last year. Future revenue projections look equally promising.

Innovative programming formats are starting to develop in response to new communications delivery systems. The Public Broadcasting Service—the only television network to interconnect all its member stations by satellite—has begun simultaneous transmission of three program services. One of them is designed to carry a complete children's program schedule. This three-channel feed allows each public television station to select programming that is most responsive to the interests of its local audience.

A study by staff of the Carnegie Commission on the Future of Public Broadcasting recently concluded

that a nonprofit pay cable network—providing the highest quality performing arts programs and entertainment—could also find a substantial market.

Yes, the future beckons with the possibilities we all anticipated when television sets first started glowing in the nation's living rooms 30 years ago. But in spite of the many new program proposals and future projects, the vast majority of children today continue to rely solely on commercial television for their information and entertainment. Here, unfortunately, the present still looks much like the past.

While commercial television has produced some important exceptions in the area of children's specials, it has not increased its daily programming for preschool and school-age children. A recent study by the staff of the Federal Communications Commission (FCC) concluded that during the last six years the programming and scheduling practices of children's television on commercial stations had changed very little, despite these stations' assurances to the FCC in 1974 that they intended to provide substantially more weekday programming to reflect children's special interests and needs.

The ABC *Afterschool Specials* and *Fat Albert and the Cosby Kids* illustrate how high quality programming that enriches and entertains can also teach. CBS still produces *Captain Kangaroo*, the pioneer in this field, but it remains, after 25 years, the only daily preschool-age program on a commercial network. NBC has announced *Project Peacock*, a new series of prime-time children's specials, to premiere in 1981.

But the unanswered question is whether having each television station in a community broadcast an occasional hour of age-related children's programming per week is sufficient for the millions of young viewers who are glued to the set for 30 hours or more each week. The new fall schedule that the three networks announced this spring contained no substantially new initiatives for weekday morning or after-school programs for children.

The FCC is continuing to review children's television policies. We are considering a broad range of options. These range from eliminating existing policies to insisting that each television station meet certain requirements to air a minimum amount of age-related children's programming each week. Any such requirements would, of course, be removed when new communications technologies make more children's programming options widely available.

Programming for children has always evoked strong reactions from parents, educators, and children. Because children are among the heaviest consumers of television at a point in their lives in which they have only limited abilities to place programming in a realistic context, concerned adults are closely scrutinizing children's television. We no longer de- bate whether children learn from TV; instead we argue over what it is that TV teaches them.

In recent years, teachers and parents—who see most directly the misuse of television—have begun to seek a more rational and informed use of this medi- um. For example, the national PTA develops program rating guides and gives awards for top quality family shows, and the NEA recommends informative pro- gramming of educational value.

The Office of Education of the Department of Health, Education and Welfare (now within the Department of Education) has funded special chil- dren's programs that are available to all broadcasters for only the cost of mailing. It has also provided finan- cial support for several projects to develop critical TV viewing skills in children. These programs will now be carried on by the new Department of Education. (For more information on these projects, see the article by Frank B. Withrow and the box that accompanies it in this feature.)

The real question in my mind is how long we can wait for the future communications abundance to meet children's needs. Programming designed for children and available throughout the day to most Americans will, I believe, be a reality 10 years or so from now. We will have advanced information sys- tems that can recall information for the classroom or home study projects on demand—an electronic ency- clopedia, never out of date. Narrowcasting, special- ized program services, and instant access to informa- tion will, I believe, provide the technical breakthrough that will again put America at the forefront of innovation and creative growth.

Although no technology, by itself, will ever replace our need for a well-developed educational system, new technologies will offer educators many options in the future. Those new technologies will bring the world into the classroom and provide an inexpensive and efficient support system for schools.

We at the Federal Communications Commission are hopeful about these new developments. But we are also concerned about the present generation of chil- dren and the lack of services commercial television currently provides them. We must decide whether to simply await the future of programming abundance or to hasten its development or to affirmatively impose obligations on existing commercial TV broad- casters to meet the needs of today's school-age chil- dren and others who will reach their formative years over the next decade.

We look to educators, in particular, to provide us with their insights as we undertake this important task. □

JAMES CLAVELL'S

SHŌGUN

SHŌGUN has received the recommendation of the National Education Association.

VIEWER'S GUIDE BY CULTURAL INFORMATION SERVICE

"Shōgun," a 12-hour miniseries, will be presented on the NBC Television Network in September. Check local listings for the dates and times in your area.

"Shōgun" has received the recommendation of the National Education Association. The NEA said:

> "Shōgun" is a culturally broadening adventure story set in feudal Japan three centuries ago. The drama initially reflects the alienation of a Western captive but ultimately portrays his gradual acceptance of Japanese culture. The viewer soon understands how the captive Westerner can come to appreciate and identify with the culture that at first seemed so alien and unacceptable. We strongly recommend this powerful and rich drama.

A good story can take us to places we've never been before. It can supply intellectual enrichment, exotic adventure, and self-discovery, as James Clavell's novel *Shōgun* has done for people around the world, with over 6 million copies in print. The story, set in 17th century Japan, is a thrilling tale of political intrigue, a dramatic depiction of how exposure to an Eastern society changes a Westerner, and a saga of romance across two cultures.

In September, NBC will present a 12-hour adaptation of James Clavell's *Shōgun*. The television miniseries is directed by Jerry London from a script by writer-producer Eric Bercovici. Clavell served as the executive producer. This Paramount Television Production, in association with NBC Entertainment, was filmed entirely on location in Japan and features an international cast. With authentic settings and costumes, cinematographer Andrew Laszlo presents a smorgasbord of colorful sights and impressive imagery.

THE STORY

Part I

The year is 1600. The *Erasmus*, a Dutch trader-warship under the command of English pilot John Blackthorne (Richard Chamberlain) is blown ashore during a violent storm near the village of Anjiro in the Japans. Blackthorne had hoped to establish trade arrangements in East Asia, but his dreams of riches are squelched when he discovers that the Portuguese Jesuits have already established lucrative trade agreements with Japan. Since England and Portugal are at war, the Jesuits consider the Protestant Blackthorne to be an enemy as well as a heretic.

The Japanese regard Blackthorne and his crew as barbarians and imprison them in a pit to subdue them. The savagery of the samurai culture shocks the European sailors, just as the sailors' bad manners insult the Japanese. Blackthorne learns from confrontations with Omi (Yuki Meguro) and Lord Yabu (Frankie Sakai)—the ranking samurai of the village—that the lives of his crew as well as his own depend upon his proper behavior.

Renamed "Anjin" (pilot) by his captors, Blackthorne is summoned to Osaka by Lord Toranaga (Toshiro Mifune),

---

This Viewer's Guide was written by Frederic and Mary Ann Brussat, Directors of Cultural Information Service (CIStems, Inc.), a nonprofit resource agency and publisher of a biweekly magazine on television and the arts/media.

The development and distribution of this guide was made possible by NBC. For more information on the NBC Viewer's Guide Program, write to Cultural Information Service, P.O. Box 92, New York, New York 10156 or telephone 212-691-5240.

Copyright © 1980 by Cultural Information Service (CIStems, Inc.). Permission is hereby granted to libraries, educational and religious institutions, newspapers, business and community groups to reproduce this guide for educational uses. Reprints should include the above copyright notice and the statement: Reprinted by permission.

Additional copies of this Viewer's Guide may be obtained while they last from Cultural Information Service or your local NBC station.

one of the daimyo (warlords) of the country. Blackthorne travels there on a galley piloted by Rodrigues (John Rhys-Davies), a Portuguese navigator. After Blackthorne saves Rodrigues' life during a night squall, the two enemies strike up an uneasy friendship based on their professional respect for each other as pilots.

Five warlords, the Council of Regents, rule Japan. The two most powerful are Lord Toranaga and his archrival Lord Ishido (Nobuo Kaneko). The Council is meeting at Osaka Castle, which is under Ishido's command. Also in Osaka is the Jesuit Mission where the Father Visitor of Asia, Carlo dell'Aqua (Alan Badel) and his chief negotiator, Father Alvito (Damien Thomas), who is fluent in Japanese, are alarmed by Toranaga's interest in Blackthorne. They fear the Englishman ("Ingeles") will be a threat to their lucrative trading in silks and gold.

At the castle, Blackthorne refuses to have his enemy, Father Alvito, serve as his interpreter to Lord Toranaga, and Mariko (Yoko Shimada), a beautiful lady samurai and a convert to Roman Catholicism, translates for him. As Blackthorne explains that he has come to Japan in peace to trade, the arrival of Lord Ishido interrupts the conversation. Ishido orders Blackthorne detained in Osaka's "death row." While in that wretched prison, the pilot meets Friar Domingo (Michael Hordern), a Franciscan priest. The friar tells Blackthorne of the Jesuit influence in Japan, which has hindered the missionary activities of the Franciscans, and of the *Black Ship* which annually sails for Europe with enormous Jesuit profits from trade.

Part II

Toranaga, who is curious about the rest of the world, releases Blackthorne from prison and orders him to tell about his voyage and his country. The Japanese leader listens intently as the Englishman draws a map of the world and explains Portugal's claims to Japan. The Jesuits, hearing of this exchange and fearful that their trade interests will be compromised, arrange for Blackthorne to be assassinated. The plot fails, and Lord Toranaga's interest in Blackthorne, now called "Anjin-san" (honorable pilot), increases.

The political rivalry between Ishido and Toranaga intensifies, and the latter decides to escape from Osaka Castle by disguising himself as a woman. When the suspicious Ishido stops the departure party at the gate, Blackthorne pretends to be mad in order to distract the attention of Ishido from Toranaga, his protector. In the resulting chaos, Mariko saves the Anjin-san's life. The two begin to see each other in a new light.

The departure from Osaka is bloody and costly in samurai lives. Finally, in order to get out of the harbor, Toranaga bargains with Captain Ferriera (Vladek Sheybal), captain of the Portuguese *Black Ship*, surrendering Blackthorne to him in the process. But the pilot Rodrigues helps the Englishman escape.

Back in Anjiro, Lord Toranaga rewards Blackthorne for his bravery in helping him escape Ishido's castle by making him "hatamoto," a retainer on his personal staff with special privileges and protections. He orders the Englishman to learn Japanese. To make sure he does, Lord Yabu decrees that the village where Blackthorne is to live will be burned and all its inhabitants crucified if the Anjin-san can't speak Japanese in six months.

Part III

Blackthorne struggles to understand samurai etiquette, particularly their attitudes toward human life, honor, and duty. Mariko, assigned as his teacher and translator, explains that he must be concerned only with the present and leave "karma to karma."

Still, the threat to the village haunts the Englishman. When Blackthorne asks Lord Yabu to rescind his decree and Yabu refuses, Blackthorne threatens to commit suicide in the honored Japanese tradition. The attempt fails only because Omi physically restrains him. Yabu then concedes that any amount of Japanese that Blackthorne learns will be acceptable. Mariko tells Blackthorne that he is "reborn." Every day afterward he becomes more and more Japanese.

Mariko continues to tutor Blackthorne in the language. He also learns about the Japanese maze of rituals and customs through Mariko and his consort Fujiko (Hiromi Senno). When he declares his affection for Mariko openly, she reminds him that she is married and that adultery is punishable by death.

Part IV

Mariko's husband Buntaro (Hideo Takamatsu) arrives in Anjiro. At dinner he demonstrates his skill as a master archer. Drunk on sake, he forces Mariko to tell of her shameful background as the daughter of a traitor. Later he beats her. Blackthorne realizes that Japanese custom prevents him from helping her.

Blackthorne learns the significance of his sovereign word as head of a Japanese household when the Old Gardener (Akira Sera) is put to death for removing a dead and rotting pheasant that Blackthorne had ordered left alone until he was ready to eat it.

It is apparent that civil war is coming to Japan, and the empire will be destroyed unless Lord Toranaga petitions the Emperor to make him Shōgun, supreme military ruler. Toranaga tells Blackthorne to prepare his ship for battle but forbids him from attacking the Jesuits' *Black Ship*.

An earthquake rocks the village as they talk, and Toranaga falls into a crevice opened by the quake. Blackthorne once again saves Toranaga's life. Later amid great pomp and ceremony, the great warlord repays the Englishman with the highest honor he can bestow. He elevates the Anjin-san to the warrior class of samurai.

Part V

While Lord Toranaga is traveling to the city of Yedo, the Council of Regents orders him to report to Osaka. Clearly the power struggle is coming to a head. For Mariko and Blackthorne, this is a time when their love blooms. Yet, she insists their affair must end at Yedo's First Bridge. Reluctantly, he agrees.

On the Portuguese frigate, Rodrigues learns from Father Alvito that Toranaga is giving the *Erasmus* back to the Ingeles. Rodrigues realizes that the swift vessel could easily overtake the *Black Ship*, capture its cargo, and then hold the balance of power in the area. Convinced that his fellow pilot must be stopped, Rodrigues goes to kill him, but the Anjin-san's samurai guards seize Rodrigues' weapons. The experience teaches Blackthorne another important rule—not to trust anyone.

In Yedo, Blackthorne visits the five remaining members of his crew who are living in a state of squalor. He needs them to sail the *Erasmus* but feels toward them the same aversion the Japanese originally felt toward him and the crew.

During the journey to Yedo, Lord Toranaga had ordered that Mariko's husband make peace with her. In order to do so, Buntaro had prepared the ancient Japanese tea ceremony for her. Now when Blackthorne asks Toranaga to grant Mariko a divorce so he can marry her, Toranaga is both shocked and outraged. The warlord forbids him to ever speak of marriage to Mariko again.

Part VI

Mariko and Blackthorne learn of a plot approved by Lord Ishido to have one of the Christian lords on the Council of Regents poisoned. At the site of a new cathedral in Yedo, Mariko shares this information with Father Alvito in exchange for the Jesuit's promise to protect the Anjin-san.

The European crew move the *Erasmus* back to Anjiro, and Blackthorne proceeds to Osaka. He is summoned to the castle for a reception in honor of the Lady Ochiba (Sayoko Ninomiya), mother of the heir. He watches as Mariko asks permission to leave with other women from Lord Toranaga's entourage. Lord Ishido refuses her request. Because Mariko is being prevented from doing her duty to Toranaga, she declares she is bound by her honor to commit seppuku (ritual suicide) at sunset. At the last minute, Lord Ishido agrees that she and the other women can leave the castle.

Before they can make their exit, however, Ishido enlists Lord Yabu's help against Toranaga. During the night, Yabu, the traitor, leads groups of Toranaga's samurai to their deaths as mercenary forces in Ishido's pay stage a guerrilla attack inside the castle. Mariko, Blackthorne, and the women hostages are trapped in Toranaga's secret room. When an explosion rips through the door, Mariko is killed and Blackthorne is temporarily blinded.

Heartbroken, the Anjin-san attends the elaborate state funeral of his beloved lady samurai. Then to Blackthorne's surprise, Father dell'Aqua escorts him to the Osaka wharf for his voyage to Anjiro. When Captain Ferriera tries to execute Blackthorne and is himself killed by samurai archers, dell'Aqua appoints Rodrigues captain of the *Black Ship*.

Back in Anjiro, Blackthorne discovers that fire has destroyed the *Erasmus*. Vinck (George Innes), his chief mate, goes mad upon realizing they are stranded forever in the Japans.

Lord Toranaga arrives to prepare for the war against Ishido. Yabu, his treachery discovered, commits seppuku. Toranaga gives the Anjin-san the village of Anjiro as his estate. He also produces a letter to him from Mariko written before she left for Osaka. His sight regained, Blackthorne reads her explanations for what has happened. Having sensed that the Jesuits would never befriend Blackthorne as long as the *Erasmus* posed a threat to the *Black Ship*, Mariko arranged to sacrifice his ship to save his life. She writes in the letter: "This ship is nothing. Build another ship and build another life, my love."

In the final scenes, Blackthorne is indeed joyously building another ship as Lord Toranaga watches from a nearby hill. The samurai war chief says: "Mariko, it was your karma to die gloriously and live forever. Anjin-san, my friend, it is your karma never to leave this land. And my karma—which I did not choose—my karma is to become Shōgun."

JAPANESE WORDS IN "SHŌGUN"

Most Japanese verbs end in *masu*. To make a question, you just add *ka*. "Wakarimasu"—I understand. "Wakarimasu ka"—do you understand? To make the verb negative, you just change *masu* to *masen*. "Wakarimasen"—I do not understand.
— Mariko to Blackthorne

Arigato (ari-gat-o)	Thank you
Domo (doe-mo)	Thank you or please
Dooshita noda (doe-sta-noda)	What's the matter
Dozo (doe-zo)	Please
Hai (hi)	Yes
Honto (hon-to)	Truth
Iye (e-yeh)	No
Ima (e-ma)	Now, at once
Isogi (e-so-gi)	Hurry
Koi (coy)	Come (command)
Konbanwa (con-ban-wa)	Good Evening
Konnichiwa (con-nichi-wa)	Good Day
Kudasai (ku-da-si)	Please
Matte (matt-te)	Wait
Sama (sam-a)	Lord
San	honorable (added to names as politeness)

TO VIEWERS

This Viewer's Guide is organized around units containing questions, exercises, and quotations. Each section also includes a list of resources for further study.

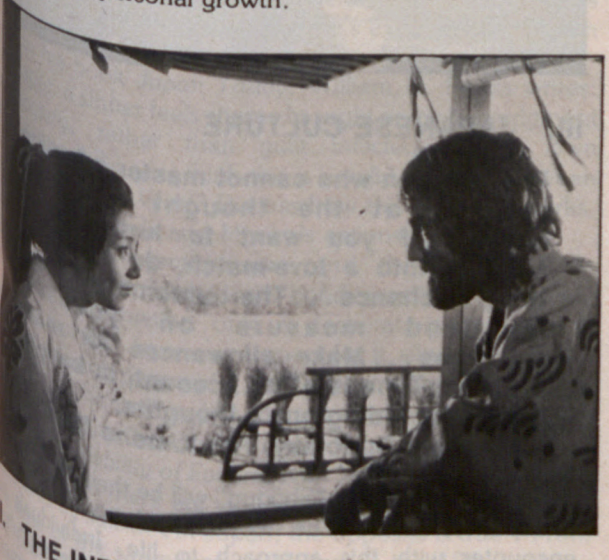
Few groups will have time to go through all the questions during the week of the broadcasts. You may want to have an introductory get-together before the airings to determine the areas of major interest to your group. Duplicate the relevant materials so that everyone can refer to them while watching the television presentation.

Because "Shōgun" realistically depicts the samurai culture of 17th century Japan, there are some scenes of violence in the television production. Discussion leaders may want to alert viewers to this dimension of the drama.

Many viewers will enjoy reading *Shōgun* (Atheneum, 1975, now available as a Dell paperback), in addition to watching the TV miniseries. They may also be interested in *The Making of James Clavell's Shōgun*, published by Delta Books with a foreword by Clavell. Packed with photographs, it traces the evolution of the television production.

Some ambitious groups might view "Shōgun" as an occasion for a study of Japanese culture. They may elect to investigate Japanese housing arrangements, eating habits, sexual practices, reactions to death, ways of greeting strangers, bodily adornment, decorative arts, division of labor, etiquette, folklore, funeral rites, and gift-giving rituals. The bibliographies can help viewers locate more information.

Finally, as a starting point for an extended study of Japanese life, some viewers may want to keep a diary in which they record the feelings, thoughts, and insights evoked by the TV presentation. A diary of this kind can be a vehicle for personal growth.



I. THE INTERPLAY OF CULTURES

The best reason for exposing oneself to foreign ways is to generate a sense of vitality and awareness—an interest in life which can come only when one lives through the shock of contrast and difference.
— Edward T. Hall, anthropologist

"Shōgun" is a story about the interplay of cultures. Eric Bercovici's screenplay puts us as viewers into Blackthorne's shoes. We see the action from his perspective. With him, we experience culture shock—that certain uneasiness brought about by exposure to an alien environment. Another motif in "Shōgun" is the clash of cultures within individuals whose loyalties are split and whose backgrounds may dictate different actions from those that present circumstances call for. In each instance, "Shōgun" gives us a chance to rehearse what it is like to encounter a way of life sharply different from our own.

1. Social critic Alvin Toffler states: "Culture shock is what happens when a traveler suddenly finds himself in a place where yes may mean no . . . where laughter may signify anger. It is what happens when the familiar psychological cues that help an individual to function in society are suddenly withdrawn and replaced by new ones that are strange or incomprehensible." Rank the following according to the degree of discomfort they seem to cause Blackthorne. Then rank them according to the amount of culture shock they would cause you.

   — not being able to express himself completely
   — the inability to understand Japanese
   — not knowing local customs and rules for proper behavior
   — not comprehending the vision of life based on karma
   — being exposed to a value system with a different attitude toward life and death
   — the separation which comes from being an outsider

2. Have you ever been in a situation where you didn't know the appropriate behavior (for example, at a wedding in which the ceremony is unfamiliar)? How did you find out what to do?
3. Have you ever had an experience in a different country or a subculture in the United States that caused you to feel culture shock? What values or practices did you encounter that were unlike your own? What were your reactions?
4. Which incidents in his introduction to Japan cause Blackthorne the most distress and confusion? Which ones do you find most difficult to understand?
5. What personal qualities does Blackthorne possess which help him adapt to life in Japan?
6. Discuss aspects of American culture that might cause culture shock to a Japanese visitor.
7. List the characters in the story who seem to experience a clash of cultures within themselves. Do you think they are stronger persons as a result of this burden? With whom do you identify? Why?
8. Novelist André Gide once remarked: "We can never discover new continents until we have the courage to lose sight of all coasts." How does this comment relate to the television production?

Resources for Further Exploration

Hall, Edward T. *Beyond Culture*. Anchor Press/Doubleday, New York, 1976.

Toffler, Alvin. *Future Shock*. Random House, New York, 1970.

II. LANGUAGE

To a greater or lesser degree, every language offers its own reading of life.
— George Steiner, literary critic

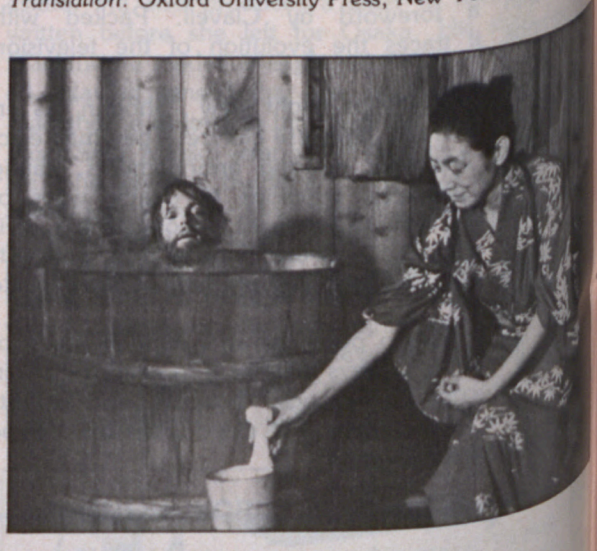
The TV dramatization of James Clavell's "Shōgun" provides an unusual opportunity for viewers to become familiar with the Japanese language. Throughout the miniseries, the Japanese characters converse in Japanese. Thus, without benefit of subtitles, we find ourselves in the same predicament as Blackthorne. In order to understand what is going on, we have to rely on interpreters and the Japanese phrases we can pick up along the way. And, when words fail, we have to learn to read body language, gesture, and expression.

1. If you have been in a foreign country where you did not speak the language, or if you have related to a foreigner who did not speak English, how did this language problem affect your interaction? What difficulties arose? How were they overcome?
2. Blackthorne has several interpreters: Father Sebastio, Father Alvito, Mariko, Urano, and Brother Michael. Would you trust an adversary to translate for you? What human relations skills must a good interpreter have?
3. Japanese scholar Masao Kunshiro notes: "English is a language intended strictly for communication. Japanese is primarily interested in feeling out the other person's mood, in order to work out one's own course of action based on one's impressions." Find instances where this difference between English and Japanese is dramatized in the story.
4. Why do you think Blackthorne and Mariko express their love for each other in Latin-tinged phraseology?
5. Screenplay writer Eric Bercovici told *Cultural Information Service* in an interview: "Toranaga represents the Japanese mind. The man who gains the most is the man whose thoughts no one else can penetrate or second guess." How do Toranaga's speeches and his treatment of Blackthorne prove or disprove this statement?
6. Raymond J. Cormier, a language professor, has observed: "Language learning is mind-expanding, for it offers deeper perceptions of the self and of one's place in the world." Do you think American schools should be more strict in their foreign language requirements?
7. Mariko tells Blackthorne: "All European languages are much more difficult than Japanese. Japanese is really very simple." Do you agree? Share your reactions to the film-makers' decision to use so much Japanese in the TV miniseries. What are the positive results of this decision?

Resources for Further Exploration

Miller, Roy Andrew. *The Japanese Language*. University of Chicago Press, Chicago, 1970.

Steiner, George. *After Babel: Aspects of Language and Translation*. Oxford University Press, New York, 1975.



III. JAPANESE CULTURE

Pity the man who cannot master a feeling of awe . . . at the thought of visiting Japan . . . if you want to turn your first meeting into a love-match, do not leave a thing to chance . . . The outcome will depend in good measure on your own resources . . . Make allowances for maxims such as: Time is of no account, or Language serves for hiding one's thoughts.
— Bernard Rudofsky, *The Kimono Mind*

For many viewers, "Shōgun" will be their first exposure to Japanese culture. The story subtly draws us into a vivid encounter with this approach to life. Individuals and groups may want to explore further the fascinating cultural expressions alluded to in the drama: the tea ceremony, spontaneous poetry, Japanese architecture, landscape gardening, and Zen archery. Others might want to examine in depth the Japanese code of etiquette during this period, the understanding of honor, the ritual of bathing, the place of women in samurai society, sexual mores, or the act of seppuku.

1. How does Mariko's view of time differ from Blackthorne's?
2. The Japanese bath originated as ritual purification. Hence it is seen as a positive, pleasurable act instead of a chore. Europeans of Blackthorne's time avoided bathing; they thought it would make them ill. What does each culture's view of bathing say about its vision of life?
3. Pay close attention to the tea ceremony in "Shōgun." Then research how this and other exercises express a Zen approach to reality.
4. Feudal Japan was organized into an intricate system of authorities and responsibilities. What is gained and what is lost in a society where individuals can act only according to rules established for their generation, sex, and class?
5. "The one thing we do not have is privacy," Mariko tells Blackthorne. "So we must learn to create our own. We are taught from childhood to disappear within ourselves, to grow impenetrable walls behind which we live." How do Japanese language and customs confirm this point? Would you feel comfortable living in a house with paper-thin walls and few doors? How do you create privacy in your life?
6. What does Mariko mean when she talks about karma? Why is this concept hard for Blackthorne to understand?
7. Japan watcher Thomas Hoover writes: "Zen culture has been devised over the centuries to bring us in touch with a portion of ourselves we in the West scarcely know—our nonrational, nonverbal side." Which incidents in the TV program best accomplish this for you?
8. Discuss how the approaches to sex and love differ in the West and the East, according to "Shōgun." What does Blackthorne learn in this regard from Mariko? What does he teach her?
9. How does the Japanese arrangement of a room differ from a Western room arrangement? Do you think this architectural style intensifies people's experiences of each other?
10. In his book *Japan Today*, William H. Forbis writes: "In Japan a sinner feels shame brought on by the judgment of society, rather than guilt inflicted by his own conscience." Do you think this is a valid contrast between the East and the West? Discuss how this dynamic works, using Blackthorne's and Mariko's actions as examples.
11. In *The Chrysanthemum and the Sword*, Ruth Benedict states: "American condemnation of suicide takes self-destruction only a desperate submission to despair, but the Japanese respect for it allows it to be an honorable and purposeful act." What does Blackthorne learn about himself in his attempt to commit suicide? In what ways is he "reborn" afterward?
12. In *The Nobility of Failure*, Ivan Morris notes that in the Western world there are very few heroes who have ended their lives by suicide. In Japan, the opposite is true. "From the time of the sanguinary civil wars in the 12th century, one particular method that became associated with the samurai tradition was harakiri, an excruciatingly painful form of self-torture which served as conclusive evidence that, though he had finally failed his purpose, here was a man who could be respected by friend and enemy alike for his physical courage, determination, and sincerity." Have a debate on this statement: Seppuku is an honorable act.

Resources for Further Exploration

Barber, Bernard. *Sensual Water: A Celebration of Bathing*. Contemporary Books, Chicago, 1978.

Benedict, Ruth. *The Chrysanthemum and the Sword: Patterns of Japanese Culture*. Meridian/New American Library, New York, 1974.

Clavell, James. *Shōgun*. Dell, New York, 1980.

Doi, Takeo; John Bester, translator. *The Anatomy of Dependence*. Kodansha International, Tokyo, 1973.

Forbis, William. *Japan Today: People, Places and Power*. Harper & Row, New York, 1975.

Hasegawa, Nyozekan; John Bester, translator. *The Japanese Character: A Cultural Profile*. Kodansha International, Tokyo, 1966.

Hoover, Thomas. *Zen Culture*. Random House, New York, 1977.

Ishimoto, Kiyoko. *The Japanese House*. Crown, New York, 1963.

Minear, Richard A., editor. *Through Japanese Eyes*. Praeger, New York, 1974.

Morris, Ivan. *The Nobility of Failure: Tragic Heroes in the History of Japan*. Holt Rinehart and Winston, New York, 1975.

Nakane, Chie. *Japanese Society*. University of California Press, Berkeley, 1970.

Okakura, Kakuzo. *The Book of Tea*. Dover, New York, 1964.

IV. ETHNOCENTRISM

Let us stop the continents from hurling epithets at each other, and be sadder if not wiser by the mutual gain of half a hemisphere. We have developed along different lines, but there is no reason why one should not supplement the other.
— Kakuzo Okakura, *The Book of Tea*

In the clash between the two cultures, East and West, sparks of ethnocentrism (the feeling that one's own culture or country is the best, most natural, right, and important) come from both sides. The Japanese, who trace their origins to the celestial spirits, are convinced that the Europeans are "barbarians." Blackthorne's crew and other Westerners use derogatory terms to refer to the Japanese.

"Shōgun," then, encourages viewers to consider the negative force of ethnocentrism and think about the positive values of cross-cultural understanding.

1. What keeps Blackthorne's crew from appreciating Japanese culture? If you were in their position, how do you think you would act? In what ways are they like tourists?
2. An old Confucian saying goes: "Human beings draw close to one another by their common nature, but habits and customs keep them apart." Talk about scenes in the story where the "common nature" of human beings transcends customs. Then point out instances where customs keep people apart.
3. Mariko tells Blackthorne: "I am a Christian, but first I am a Japanese." Would you identify yourself first by your nationality, your vocation, or your religion?
4. Singer/songwriter Leonard Cohen has written: "To discover the truth in anything that is alien first dispense with the indispensable in your own vision." What would you have to change about yourself first in order to identify with another culture?
5. At one point, Father Alvito remarks: "Their language is as natural to me as my own—and still they are a mystery." He does not think Blackthorne will ever learn enough to understand the Japanese. Do his statements reflect ethnocentric attitudes?
6. Former diplomat Edwin O. Reischauer has stated: "Education, as it is presently conducted in this country—and in every other country in the world, for that matter—is not moving rapidly enough in the right direction to produce the knowledge about the outside world and the attitudes toward other peoples that may be essential for human survival within a generation or two." What can the schools and other institutions do to correct this situation?

Resources for Further Exploration

Ember, Carol R. and Melvin Ember. *Cultural Anthropology*. Prentice Hall, Inc. Englewood Cliffs, New Jersey, 1977.

Reischauer, Edwin O. *Toward the 21st Century: Education for a Changing World*. Alfred A. Knopf, New York, 1973.

V. HISTORY

I'm not a historian. I'm a storyteller. I took legends—because who knows what's real and what isn't—and weaved a story around them. — James Clavell, author of *Shōgun*

Although "Shōgun" is fiction, the story is drawn from real persons and events in 17th century Japan. The Blackthorne character is based on Will Adams, an English pilot of a Dutch ship that reached Japan in 1600. Lord Toranaga is a fictionalization of Ieyasu (1542-1616), the first Tokugawa Shōgun. Their relationship in the TV movie bears some similarity to Adams' service to Ieyasu as an advisor in matters of commerce, navigation, and shipbuilding. The television production's sets, costumes, rituals, and customs are historically accurate reflections of this period. As a result, "Shōgun" is an interesting gateway into the history of 17th century Japan.

1. Have members of your group present reports on Magellan's Pass, the Treaty of Saragossa, and the importance of the introduction of firearms into Japan.
2. When did the Portuguese first arrive in Japan? What role did Francis Xavier and other Jesuits play in trade, politics, and religious affairs? When and why did Japanese persecution of Christians begin?
3. Research the social, economic, and political systems of feudal Japan. How did they differ from feudal Europe?
4. The reunification of Japan in the latter half of the 16th century is attributed to three great leaders: Oda Nobunaga (1534-1582), Toyotomi Hideyoshi (1536-1598), and Tokugawa Ieyasu (1542-1616). The differences in their styles are reflected in a popular story. Each is said to have been contemplating a cuckoo. Nobunaga said, "If the cuckoo doesn't sing, I'll kill him." Hideyoshi said, "If the cuckoo doesn't sing, I'll make him." And Ieyasu said, "If the cuckoo doesn't sing, I'll wait until he does." Investigate the career of each leader and the changes they brought to Japan.
5. Talk about the samurai code of honor as revealed in "Shōgun."

Resources for Further Exploration

Bellah, Robert. *Tokugawa Religion*. Free Press, Glencoe, Illinois, 1957.

Hall, John Whitney. *Japan: From Prehistory to Modern Times*. Delacorte, New York, 1970.

Lifton, Robert Jay. *History and Human Survival*. Random House, New York, 1970.

Meyer, Milton. *Japan: A Concise History*. Littlefield, Adams, Totowa, New Jersey, 1976.

Perrin, Noel. *Giving Up the Gun: Japan's Reversion to the Sword, 1543-1879*. David R. Godine, Publisher, Boston, Massachusetts, 1979.

Sansom, G. B. *Japan* (3 volumes). Stanford University Press, Stanford, California, 1958, 1961, 1963.

Sansom, G. B. *The Western World and Japan: A Study in the Interaction of European and Asian Cultures*. Vintage Books, New York, 1973.

Turnbull, S. R. *The Samurai: A Military History*. Macmillan, New York, 1977.

Varley, H. Paul and Ivan and Nabuko Morris. *The Samurai*. Wesdenfield & Nicholson, London, 1970.

Frankly Speaking

Let Me Have *My* Classes

"Please excuse the following students on Monday of next week for a field trip. They understand that they are responsible for any work they miss in your class."

There follows a list of five to 25 names, and if the excuse is for a team sports event, the same names appear every week or two. I am lucky if the organizer puts the notice in my box before the wholesale absence from my classes takes place. Warning or not, the field trips, special meetings, sports meets that take place during the schoolday, and inter-high school conferences occur with alarming regularity.

I resent being put in the position of having to say, "Not on my class time they don't. I'm trying to teach math." Sure, the note in my box says the students will make up the work. But if you believe that, I have a bridge in Brooklyn I'd like to sell you.

If students can't be asked to take field trips on after-school time, can they be asked to do class work after school hours? Will they come in for extra help? My experience has been that most will not.

There are precious few students who can learn math on their own. In remedial or slow classes, students need the daily practice that the class hour affords. In advanced courses, students move fast, because I introduce new topics every day.

Of course, students are going to be absent occasionally. At one time or another, all students get sick or have a personal emergency. These absences are unavoidable. But that is not the case with absences that are the result of departments' scheduling activities that require students to spend time away from class.

Forcing students who want to go to class and also want to participate in extracurricular activities to choose one or the other puts them in a bind. For example, last year, I had an outstanding student leader in my algebra class. She was an officer of her class and a terrific school organizer. Unfortunately, she was a poor student in algebra—which she needed for credit toward her diploma. She needed every class day she could get, plus extra help after school. Yet frequently during our class time, she was sent to inter- and intra-school meetings.

She should not have had to sacrifice these activities or her math class. Under the extracurricular scheduling that our school permits, however, one endeavor suffered. You can guess which one.

Why can't extracurricular activities take place after school? Students can visit the art museum every weekday until five or on Saturday or Sunday. Teachers can set up a visit to a print shop, prison, or popcorn factory after school dismissal at 2:45. My suspicion is that if such outings were scheduled for nonschool hours, the bulk of student interest would evaporate.

When a special event occurs, I believe that students who are really interested will contribute some of their own time. For example, when the King Tut exhibit came to Los Angeles, the County Museum made a block of tickets available to our school district. But the viewing time was set before regular museum hours. Those students who wanted to attend had to be at school at 6 a.m. for an 8 a.m. opening. Teachers and students had a rare opportunity to see a display that even the parents couldn't get tickets for. The exhibit had everything: history, art, ancient technology and culture, romance and intrigue. But it had no allure as a chance to skip classes all day. Now that's a perfect field trip.

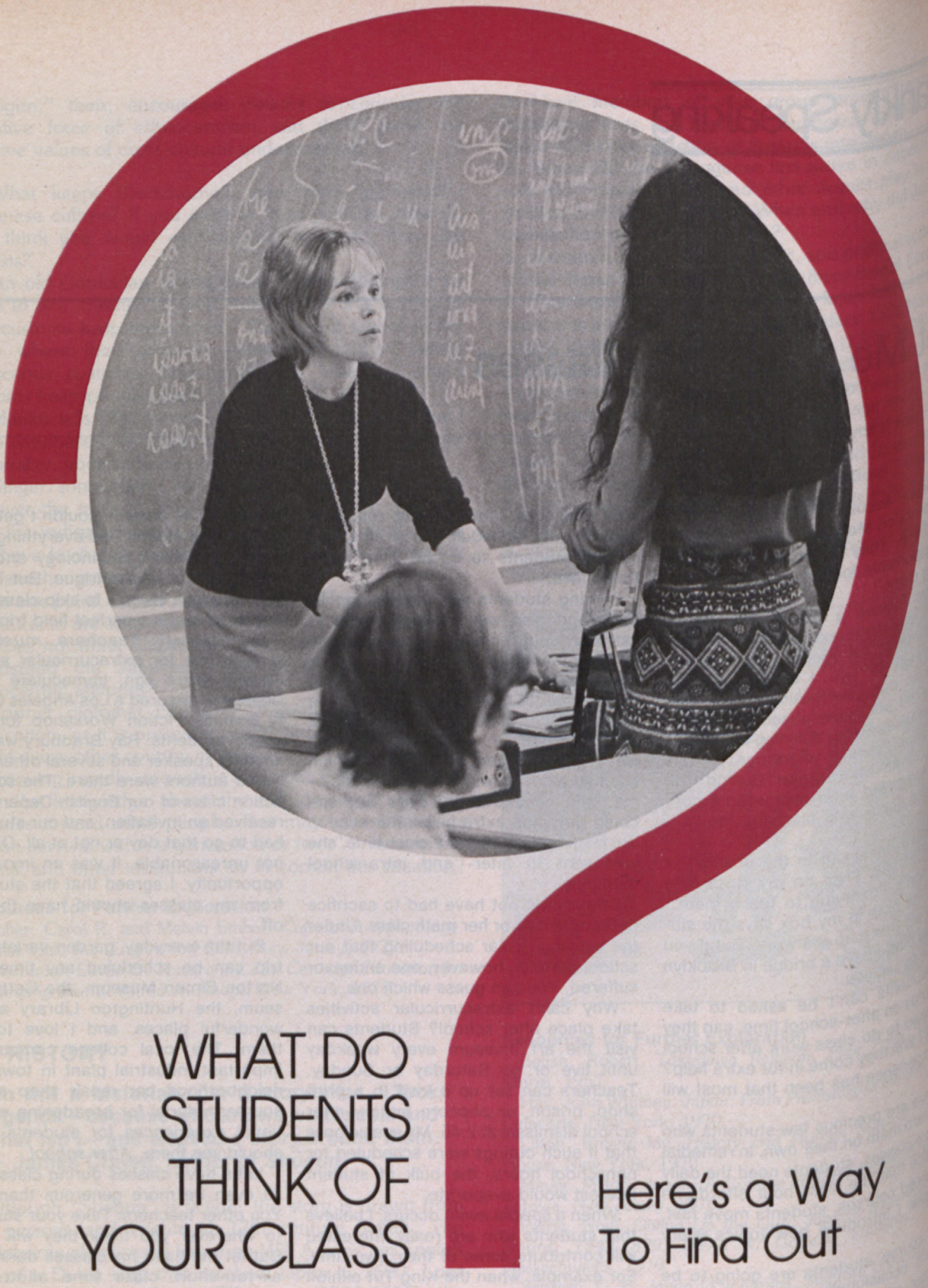
Occasionally teachers *must* use school time for extracurricular affairs. Several years ago, Immaculate Heart College sponsored a Los Angeles County Science Fiction Workshop for high school students. Ray Bradbury was the keynote speaker and several other published authors were there. The science fiction class of our English Department received an invitation, and our students had to go that day or not at all. OK, I'm not unreasonable. It was an important opportunity. I agreed that the students from my classes should have the day off.

But the everyday, garden-variety field trip can be scheduled any time. The Norton Simon Museum, the Getty Museum, the Huntington Library are all wonderful places, and I love to visit them. The local college campus, an important industrial plant in town, the neighborhood car repair shop are all source material for broadening educational experiences for students. They should see them. *After school.*

Let's have classes during class time. I'll even be more generous than that. You other teachers: Take your students to wherever you think they will learn. But let me have *my* classes during the all-too-short class time allotted to me. □

This is the first in a series of articles written by classroom teachers on their pet peeves in the classroom. Today's Education *encourages other teachers to submit manuscripts that would be appropriate in the series.*

By FRANCES SPIELBERG
Mathematics Teacher, Herbert Hoover High School, Glendale, California.



WHAT DO STUDENTS THINK OF YOUR CLASS

Here's a Way To Find Out

Most teachers—even those with highly developed skills—can use feedback from their students to improve both their teaching and their students' learning.

This article will review the rationale for seeking student evaluation, provide help in constructing an evaluation questionnaire, and suggest ways to analyze the resultant data.

The rationale for seeking student feedback is straightforward. Students are a primary source of information on student interactions, the effectiveness of resource materials, and the instructional process. Since these are the basic factors of classroom dynamics, it is important for every teacher to know how students perceive them.

Of course, students have biases as well as anyone else. Occasionally, one or two students see the teacher, the class, the subject, and everything else negatively. But, out of a class of say 25, their assessment will not affect markedly the aggregate class rating.

Data analysis is based on the median response rather than the individual perception. From this averaging of responses, student information gains its greatest strength—that of reliability. Although not 100 percent reliable, student reactions are more reliable than many other sources of information.

How valid is student information? Validity depends quite a bit on what teachers ask students. If they ask students to make judgments that require a high degree of sophistication or training, students probably cannot give meaningful responses. If teachers ask, however, for observations that are within students' powers to report, the information is likely to be valid.

From class feedback, teachers can determine student attitudes toward themselves as people, toward the subject matter, toward the teacher, toward the school, and toward learning. Other information sources provide only inferences about how students feel. The accuracy of information from students is limited only by the teacher's ability to phrase the right question and to deliver it at the right time.

Another important feature of student feedback is confidentiality. When teachers seek information from students, students should remain anonymous, and the information should not be reported to anyone else; the information is the teachers' to use as they wish to improve their own teaching.

Information-gathering can first be carried out anytime after a class has been in session for six weeks. Again, six or more weeks after analyzing the first results and modifying teaching strategies, a teacher may wish to run another assessment to discover possible changes in student learning and perceptions. In that way, a teacher can determine the effectiveness of modified classroom methods.

Asking students to provide information about the classroom can motivate them toward more class involvement. Abundant research data, including the famous Hawthorne studies, support this idea that learners who help make decisions that affect teaching actually become better students.

One effective way to collect student feedback is to use a structured, scaled questionnaire with a few open-

By WILLIAM L. POWELL
Associate Professor, James Madison University, Harrisonburg, Virginia.

ended items. The example shown here (see box) can be used for an effective one-sheet questionnaire.

The questions that are asked are strictly up to each teacher, since the information sought is for that teacher only.

For writing the items, several guidelines have proved effective in research and in actual practice:

- Make each statement positive; don't suggest the negative.
- Restrict each item to one idea. If two different ideas are included in the same item ("The teacher likes the students and enjoys teaching this class") and students disagree with it, which idea they disagree with or whether they disagree with both is unclear.
- Use simple vocabulary and short sentences.
- Make each item state a positive condition to which students can respond in terms of their own direct perceptions or in terms of their inferences based on classmate behavior. "Students learn from tests in this class" and "Most students in this class get their homework done on time" are examples of these types.
- Be specific.

The following example items are from research studies and a number of teacher-made questionnaires. They can be used as they appear, or they can be modified and made more specific to fit particular classroom situations.

- Tests in this class help students demonstrate what they know.
- The teacher returns test and quiz papers as soon as possible.
- Students help in planning learning activities in this class.
- Students are encouraged to share their ideas with others in this class.
- The teacher likes the students even when they misbehave.
- Students feel free to ask the teacher questions when they don't understand.
- Students answer most of the teacher's questions acceptably.
- The teacher's questions make students think.
- The teacher's questions help students learn in this class.
- The audiovisual techniques the teacher uses help students learn in this class.
- The teacher seems to know the subject matter very well.
- Students always know what they are expected to do or learn in this class.
- Students learn important things from each other in this class.
- The textbook is easy to read and understand.
- The teacher does things that make it easier to understand the textbook.
- The teacher makes students feel important in this class.
- Learning is interesting and fun
of the time in this class.
- Most of the students do the
expected of them in this class.
- Students learn a great deal from
projects they do in this class.
- Homework in this class helps us
important things.
- The teacher grades all students
in this class.
- Most students feel free to speak
class about their ideas.
- Most students in this class get
work done on time.
- Students usually know right
whether their practice or learning
sponses were correct or incorrect.
- Learning in this class is more than
reading the textbook and taking tests.

Two open-ended items should
ably be included in the questionn
because their answers may provide
frame of reference for interpre
other responses.

- Describe two things you like
about this class.
- Describe two things you like
about this class.

Often students need to be urged
answer these two questions, especia
the "like least" question. Often
will say, "But there is nothing I
dislike about our class." Their coop
ation can be secured by explaining
no matter how much they genera
like the class, they are bound to
some things less than others and
teachers need to know what the
liked things are.

(Example) STUDENT FEEDBACK

We all learn when we evaluate what we have done. I can be helped by your frank evaluation of the statements below pertaining to this class only.

No one else will see your responses, and even I will not know which paper is yours.

You are to indicate the extent to which you agree or disagree with the following statements by circling 4, 3, 2, 1 after each statement.

4 = I strongly agree with the statement
3 = I agree more than I disagree with the statement
2 = I disagree more than I agree with the statement
1 = I strongly disagree with the statement

Example:

0. Students learn from tests in this class 4 (3) 2 1

(This student probably thought that most of the time he seemed to learn from the tests, but occasionally he wasn't sure. Therefore, he thought he agreed with the statement more than he disagreed.)

Remember, you are to *evaluate only this class. Please answer every item.*

---

1. The teacher seems to enjoy teaching this class. 4 3 2 1
2. Students help in planning learning activities in this class. 4 3 2 1

By the time the questionnaire
developed and duplicated, the teac
probably will be eager to find out
students will respond. Lest zeal
promise the success of the data gath
ing, however, a few simple cau
need to be heeded.

The first of these concerns anony
ty. Since only *group* response, rat
than individual response, is valid,
dents should *not* be asked to ident
themselves. Anonymity is essential.

To convince students of their
nymity and thus to encourage the
honest response, the following sugge
tions may be helpful:

1. Tell students in advance how seriou
you are about maintaining their anonymity
Solicit their suggestions for procedures
adopt them if they seem workable.
2. Pass out special testing pencils if the

A little less of you or me—and a little more of us.

2203 You're special.

2866 If you love somebody let them know.

2319 When you come to the end of your rope, make a knot, and hang on.

2628 It's hard to be humble when you're as good as I am.

POSTERS for all occasions

The Printery House
CONCEPTION
MISSOURI
64433

Jesus of Nazareth requests the honor of your presence at a dinner to be given in his honor.

SPECIAL PRICE INFORMATION
(Minimum order is five posters)

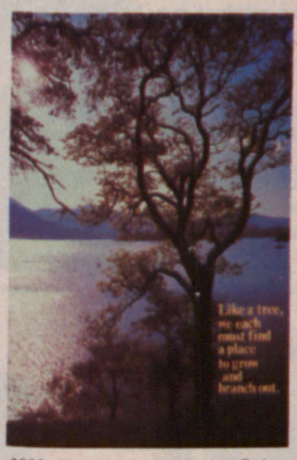
Order 5 to 15 – $1.40 ea.
Order 16 to 30 – $1.25 ea.
Order 31 to 45 – $1.15 ea.
Order 46 to 65 – $1.00 ea.
Order all 65 Posters – $57.00

Special
100 or more price
85¢ each ($85.00)

IMPORTANT NOTE:
You can 'Mix and Match' – order any combination of posters, including more than one of a single design– all posters are 14"x21" in size.
After February 1, 1981, please write for new catalog.

2779 If you love something, set it free. If it comes back to you, it's yours. If it doesn't, it was never meant to be.

We all make mistakes.



3000 Like a tree, we each must find a place to grow and branch out.

2617 Learn to eat problems for breakfast.

2456 If you want a friend, be a friend.

2187 We're all in this together.

I always see better with my heart.

2549 A friend is one who comes in when the whole world has gone out.

2353 Do not pray for an easy life. Pray to be a strong person.

2728 Give to the world the best you have and the best will come back to you.

2865 We all need a helping hand.

CIRCLE QUICK-ACTION CARD NO. 16

2186 We need each other.

687 No act of kindness, no matter how small, is ever wasted.

2448 Nothing improves my hearing better than praise.

2830 I don't need a great deal of love, but I do need a steady supply.

2399 To know me is to love me.

2589 Thank you, Lord.

2646 Lord, protect me and keep me close to your heart.

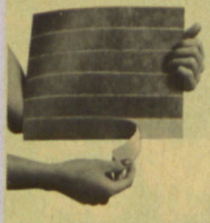
7009 No caption

2836 I'm so far behind I think I'm first.

2783 Be good to yourself now and then.

2874 God grant me the serenity to accept the things I cannot change . . .

2837 I gotta be me.



POST-IT STRIPS FOR YOUR POSTERS

This unique product may be used for displaying your posters. Sticky on both sides, the reusable front side adhesive firmly holds the poster, yet allows posting and repositioning without damage to the poster. The backside adhesive will adhere to painted concrete or plaster walls and can be removed without damage to the surface. Six 1½"x11" strips per sheet.

No. 563 - One sheet - $1.00
No. 563A - Ten sheets - $7.50

SPECIAL PRICE INFORMATION

Order 5 to 15 – $1.40 ea.
Order 16 to 30 – $1.25 ea.
Order 31 to 45 – $1.15 ea.
Order 46 to 65 – $1.00 ea.
Order all 65 Posters – $57.00

(Minimum order is five posters)

Special
100 or more price
85¢ each ($85.00)

IMPORTANT NOTE:
You can 'Mix and Match' – order any combination of posters, including more than one of a single design– all posters are 14"x21" in size.
After February 1, 1981, please write for new catalog.

3031 The rocky road be... may lead you to a ...

2630 Some people make the world more special just by being in it.

2469 You have only to open your eyes to see the hand of God.

2868 Whenever I feel like studying I lie down until the feeling goes away.

2870 You see things ... ask "Why?" But I ... that never were and ...

Tomorrow, I've got to quit procrastinating.

2537 Love understands and therefore waits.

2595 The smallest good deed is better than the grandest good intention.

2584 Sometimes you have to go out on a limb.

It's hard to be good.

2840 I know what my problem is. What's yours?

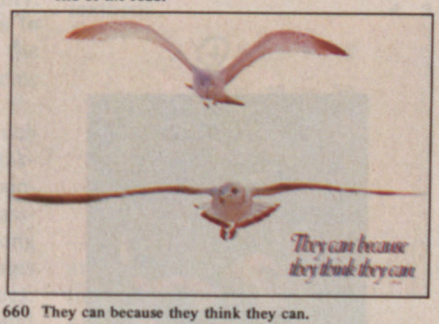
slow.

2407 Happiness is found along the way, not at the end of the road.

2570 To a friend's house the road is never long.

2523 If your heart is full of love, you always have something to give.

day should be unwrapped like a precious gift.



660 They can because they think they can.

2208 Complaint Form. Please write your complaint in the square below. Write legibly.

2121 When you dream, dream big!

work never hurt anybody, but I'm not taking

2438 Hold to a true friend with both your hands.

not how much we have, but how much we y; that makes happiness.

2367 The more I study, the more I know. The more I know, the more I forget. The more I forget, the less I know. So why study?

2607 Don't fuss! Just treat me like any other great person.

2572 I am not afraid of tomorrow for I have seen yesterday and I love today.

The Printery House

CONCEPTION ABBEY
CONCEPTION, MISSOURI
64433
Phone: 816 944-2331

SEND TO _____

ADDRESS _____

CITY _____

STATE _____ ZIP _____

QTY.	CAT. NO.	TITLE
	404	Jesus of
	660	They can
	687	No act of
	760	If you do
	2081	It is not how
	2121	When you
	2186	We need
	2187	We're all in
	2203	You're
	2208	Complaint
	2219	It is hard to
	2319	When you
	2344	I wake up
	2353	Do not pray
	2367	The more I
	2399	To know me
	2407	Happiness is
	2408	Take life one
	2432	It's nice to
	2438	Hold to a true
	2439	Everybody
	2448	Nothing
	2456	If you want a
	2469	You have
	2479	I always see
	2503	We all have
	2504	I am easy to
	2508	A little less
	2523	If your heart
	2537	Love
	2549	A friend is
	2570	To a friend's
	2572	I am not
	2584	Sometimes
	2589	Thank you
	2595	The smallest
	2607	Don't fuss!
	2617	Learn to eat
	2628	It's hard to
	2630	Some people
	2646	Lord, protect
	2709	Hard work
	2728	Give to the
	2760	Do you ever
	2779	If you love
	2783	Be good to
	2830	I don't need
	2832	We all make
	2836	I'm so far
	2837	I gotta be me.
	2840	I know what
	2858	Now that
	2865	We all need a
	2866	If you love
	2867	Tomorrow
	2868	When I feel
	2870	You see
	2874	God grant
	2963	The best
	2965	Only in a
	2983	Everybody
	3000	Like a tree
	3001	Each day
	3031	The rocky
	7009	No caption

No. 563-One sheet-$1.00
No. 563A-Ten sheets-$7.50

PRICE INFORMATION

5 to 15. . . . . .$1.40 ea.
16 to 30. . . . . .$1.25 ea.
31 to 45. . . . . .$1.15 ea.
46 to 65. . . . . .$1.00 ea.
All 65 Posters $57.00
100 or more . . . . .85¢ each

Postage and Handling are in addition to poster price. If your order is:

5 to 15 posters add $1.25
16 to 30 posters add $1.75
31 to 45 posters add $2.25
46 to 65 posters add $2.50
All 65 and more add $3.00

Indicate the quantity desired.

Total No. Posters _____ @ _____ each - $_____

Post-it-strips _____

Minimum Order: Five posters

Shipping and Handling _____

Total Amount enclosed _____

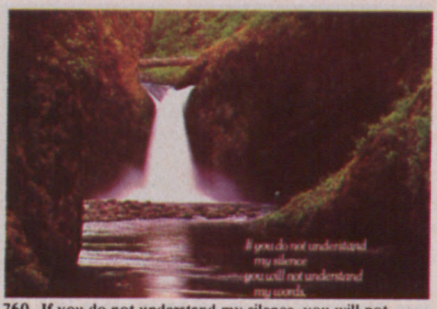
TE

Send check or money order payable to Printery House, Conception, Missouri 64433. Institutions can be billed from formal purchase order requisitions. Shipments to Canada (which are not for educational purposes) are subject to Canadian import duties. For payment in Canadian currency, add 17¢ per dollar for exchange.

CIRCLE QUICK-ACTION CARD NO. 16

2858 Now that we're organized, what do we do?

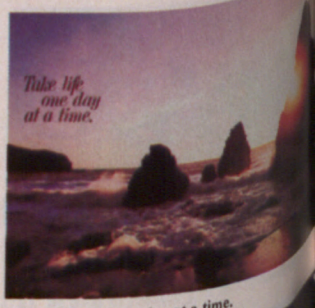
2503 We all have our hang-ups.



760 If you do not understand my silence, you will not understand my words.

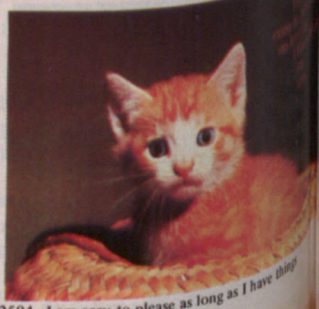
2439 Everybody has a right to my opinion.

2432 It's nice to be liked just the way you are.



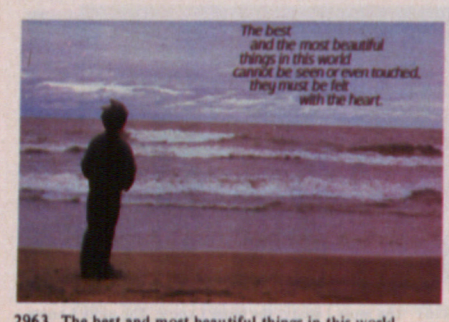
2408 Take life one day at a time.

2983 Everybody needs someone to look up to.

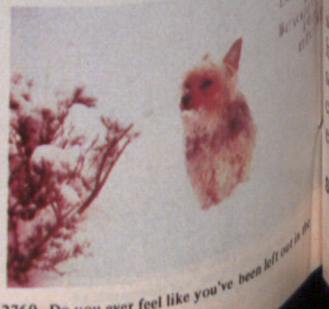


2504 I am easy to please as long as I have things my way.

2965 Only in a world of love can we unfold and bloom.



2963 The best and most beautiful things in this world cannot be seen or even touched, they must be felt with the heart.



2760 Do you ever feel like you've been left out in the cold?

> Another important feature is confidentiality. Students should remain anonymous, and the information should not be reported to anyone else.

available. Some students use highly identifiable writing instruments, so this precaution will help convince them of the teacher's seriousness about secrecy.

3. Suggest that they print or otherwise try to disguise their handwriting.

4. Before the students begin filling in the questionnaire, tell them how the collection procedure will ensure their anonymity. One good way to collect the papers is to have one student pick up and shuffle the papers before handing them in. This seems to assure students of their anonymity.

5. Provide each student with as much privacy as possible. This usually means taking a position as far away from the respondents as practical, but not out of the classroom. Students should not talk among themselves about the items; their responses will not be independent and spontaneous. The process of combining responses should happen during data analysis and not during the collection process.

The final caveat concerns preparing students for this activity. Students, like everyone else, cooperate best when they know the importance of what they are being asked to do. Teachers should take enough time to convince their students that the questionnaire is serious, that they want the students to be serious in responding to it, and that students' ideas will be used to make their classroom a better place to learn.

For teachers, the most exciting and scarey part of this process is seeing how students responded and making sense out of the data. Finding the class's aggregate response and ignoring extreme individual responses is an important part of data analysis. Deviant responses that are either extremely positive or negative are important and should not be ignored, but they come into perspective after the data are analyzed as a whole.

The *4*'s, *3*'s, etc., of this type of data can best be summarized by using a weighted average for each item. The following examples will illustrate this procedure:

1. Take one statement at a time and go through all student questionnaires. Tabulate the number of *4*'s, *3*'s, *2*'s, and *1*'s that students circled for that one particular item. This can be done most effectively by making tally marks on one of the unused forms and noting the number of tallies.

Ex. The teacher does things that make it easier to understand the textbook.

4	3	2	1
𝍸 𝍸 ||||	𝍸 𝍸 ||||	𝍸 |||	𝍸 |||

2. Multiply the circled response value (the 4's, 3's, 2's, and 1's) by the number of tallies for that response

Ex. The teacher does things that make it easier to understand the textbook.

	4	3	2	1
④ ×	4	=	16	
③ ×	10	=	30	
② ×	3	=	6	
① ×	3	=	3	
	20		55	

and divide by the total number of tallies (4+10+3+3=20).

$$\frac{55}{20} = 2.7$$

3. The result (2.7) is the weighted average for that item on a scale of 4 to 1.

Ex. The teacher does things that make it easier to understand the textbook.

4	3	2	1
	2.7 ∧		

On this item, the 2.7 average indicates that students generally thought that the teacher did and said things that helped them understand their textbook. On the basis of this response, a teacher could be reasonably pleased that his or her efforts to make the textbook more understandable had succeeded. At least three-fourths of the students seemed to support this statement. As a follow-up action, the teacher can identify some methods that seem to be helpful in aiding students to understand their textbook and try to incorporate them more often in class work.

Although the 2.7 average is positive, approximately one-fourth of the class thought that the teacher's methods were not useful in helping them understand their reading assignments. The questions the teacher needs to ask are, Why did they feel that? Are those students just disgruntled malcontents who don't like school and don't want to learn? Are they students with reading deficiencies? Or do they for some other reason not respond to the teacher's methods?

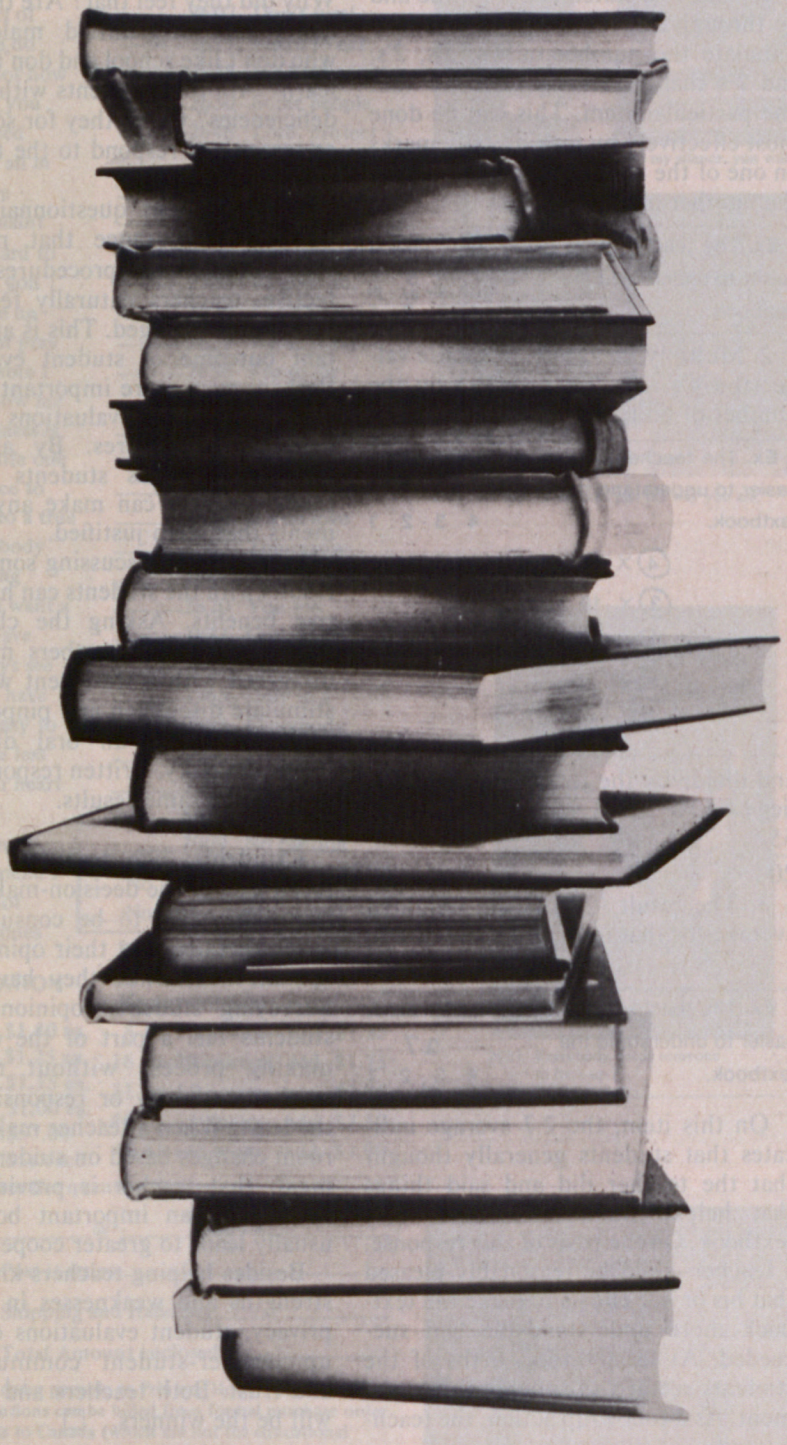
When student questionnaires give teachers reassurance that many of their instructional procedures are effective, teachers naturally feel gratified and encouraged. This is an important outcome of student evaluation. Perhaps even more important, however, are the lower evaluations of other teaching procedures. By analyzing problem areas as students perceive them, teachers can make any adjustments that seem justified.

Many times, discussing some of the results with the students can have positive benefits. Asking the class why they think some members may have disagreed with a statement will often stimulate discussion and pinpoint possible causes. If an oral discussion seems too risky, written responses may provide the same results.

Students, like teachers, need to feel a part of the decision-making process. They like to be consulted and have others respect their opinions and act on them when they have merit. Surveying students' opinions makes students feel a part of the decision-making process without reducing teacher authority or responsibility in the least. When a teacher makes classroom changes based on student assessment, that teacher is providing students with an important boost that usually leads to greater cooperation.

Besides helping teachers know their strengths and weaknesses in absolute privacy, student evaluations can open up teacher-student communication and trust. Both teachers and students will be the winners. □

SELECTING BIAS-FREE TEXTS



Textbook selection committees are responsible for, among other things, choosing books free of the biases that either overtly or subtly prejudice young minds about categories of people. The expertise of ethnic minority group members is indispensable to the work of selecting curriculum materials. Because of the job's complexity, many committees have developed selection guidelines to serve as a resource for teachers and others who make decisions about teaching materials.

Guidelines typically state that the content and illustrations of curriculum materials should fairly represent different groups of people, attributing the full range of occupations, emotional states, and socioeconomic levels indiscriminately, regardless of sex, race, ethnic group, or religion. Likewise, guidelines usually say that the language of curriculum materials should avoid loaded words, biased connotations, and sexual attributions.

By 1979, so much research and evaluation on fair curriculum materials had been carried out that teachers and other curriculum planners needed a catalog to help them make the best use of all available resources. In response to this need, the U.S. Commission on Civil Rights compiled *Fair Textbooks: A Resource Guide* to promote, according to the Introduction, "... equality based on sex, race, ethnicity, and, in general, greater social fairness for all."

NEA RESOLUTION

Cultural Diversity in Instructional Materials and Processes

The National Education Association believes that educational materials and processes should portray our cultural diversity and the contributions of ethnic minority groups. Ethnic minority teachers must be involved in selecting educational materials and in preparing teachers in their use.

The Association recognizes that additional instructional materials chosen for classrooms and libraries may rightfully contain a number of points of view to allow students to become familiar with the attitude and recommendations from various segments of the literary world. The Association also acknowledges that many contemporary texts related to ethnic minority groups do not portray realistically their life-styles, but convey a negative self-concept to ethnic minority students.

The Association believes that educators should adopt and use only those basal texts and other educational materials that include accurate portrayals of the role of ethnic minorities in the past, present, and future educational processes.

This 430-page book lists four major kinds of educational resources and how they can be obtained:

1. *Material Resources*, divided into six subsections:
   - Research—the major studies conducted in the seventies on textbook bias
   - Special issues of journals, newsletters, and bulletins that address the problem of bias
   - Textbook evaluation—instruments for evaluating instructional materials
   - Nonprint materials—toys, games, films, slide shows, or movies that counteract existing biases
   - Resource lists—resources promoting awareness, including textbooks, nonprint materials, workshops, and organizations
   - Bibliographies—booklists compiled on the subjects of race, ethnicity, religion, handicaps, and sex roles.
2. *Procedural Resources* (guidelines), divided into subsections on textbooks, on curriculums, on administration, and on state statutes.
3. *Directories*, divided into subsections on publishers and on state departments of education.
4. *Organizational Resources*, divided into subsections on organizations and on conferences.

Each subsection of the *Guide* (except Organizational Resources) is itself organized into listings by type of material, relevant subject area, and groups to which the resources may be applicable. Likewise, each individual resource item throughout the catalog is coded to provide easy cross-reference by grade level; subject area; and ethnic, religious, or other group.

If you wanted to know whether Chinese-Americans rear their children without sex bias, you might look in the Research subsection of Material Resources and find the group index labeled Asian Americans. There you would find all the research items concerning Asian Americans categorized by grade level and by applicability to either males or females. You would probably want to check all the items listed for their relevance to Chinese-American child-rearing. You'd be delighted to find that item No. 62 would seem to be exactly what you need: "Children: A Perspective on Chinese-American Child Rearing." Complete information on how to obtain this free 19-page booklet is provided.

If you needed guidelines on how to develop curriculums on the teaching of sex roles, you would look in the Females group index of the Curriculum Guidelines section of Procedural Resources. There you would find a notation for Item 667.

When you turned to Item 667, you would see the entry reproduced below.

By the group codes following NEA's address, you would discover that this book does, indeed, apply to females (F). By the grade level code (E,J,H), you would discover that the book is appropriate for elementary, junior high, and high school curriculums; and by the subject code (R,SS,O), that it pertains to reading, social studies, and other (e.g., math, science, economics).

When using the *Resource Guide*, be aware of the caveats that are listed in the Introduction:

(1) ". . . The inclusion of any particular item should not be interpreted as an endorsement by the U.S. Commission on Civil Rights. No attempt was made to evaluate individual items."

(2) The list should *not* be considered all-inclusive.

(3) Users, to gain maximum benefit from the *Guide*, must employ it both critically and creatively.

In summary, *Fair Textbooks: A Resource Guide* provides a comprehensive list of available resources that are systematically organized, coded, and indexed. Its extensive data should prove helpful to teachers. □

Fair Textbooks: A Resource Guide—U.S. Commission on Civil Rights Clearinghouse Publication 61, December 1979. 430 pp. Available FREE by mail (limit *one* copy per order). Specify Stock No. 055-000-00224-9. Address your request to Commission on Civil Rights Publications Warehouse, 621 N. Payne St., Alexandria, VA 22314.

667 **Women's Studies,** 80 pp. 1977
McLure, Gail Thomas; and McLure, John W.
National Education Association
1201 16th St., N.W.
Washington, D.C. 20036 $4.00
F E,J,H R,SS,O

Visit Your Local JCPenney Store Manager

Ask about the free materials in the educational library. Managers will be happy to give single copies of publications to educators and lend filmstrips and teaching units.

New This Season

FORUM Magazine: Guided Wonderment: How People Learn
FORUM, Plus: Guided Wonderment—Problem-Solving Consumer Education, containing:

Instant Lessons— What's in a Price?; Finding Out about New Things
Insights Into Consumer Issues—Information Disclosure
Posters & Projects—Consumer Education Ages 3-8
Inflation: Why Me?—Filmstrip and Game

If you are in a community where there is no JCPenney store, write for a brochure which describes all our materials and how they can be ordered.

JCPenney Consumer Affairs Department
1301 Avenue of the Americas
New York, N.Y. 10019

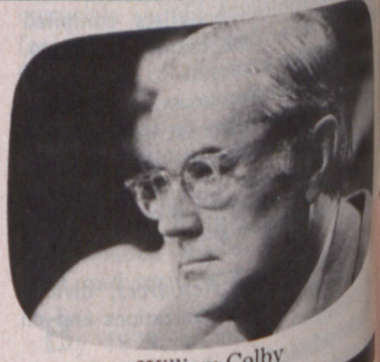
CIRCLE QUICK-ACTION CARD NO. 26

Imagine Edward M. Kennedy, James Buckley, Daniel Schorr, William Colby, John Kenneth Galbraith and Jerry Brown in your classroom.

The Advocates in Brief, Public TV's award-winning debate series returns for 1980-81. Twenty half-hour programs for use in Social Studies, Current Events, Political Science, Law, Speech, Debate and Language Arts classes in High School, Junior College, and Adult Education.

Michael Dukakis, host and former Governor of Massachusetts, guides viewers through debates on a wide variety of national and international issues.

- Re-record rights through August 31, 1981.
- Teacher's Guides free as long as supplies last.
- Video- and audiocassettes available.



William Colby

Senator Edward M. Kennedy

The Advocates In Brief

Watch for *The Advocates in Brief* on most PBS stations this Fall.

Check local listings and/or contact your PBS Instructional TV Agency for broadcast dates and times in your area.

For more information, write to:
Radio and TV for Learning/WGBH
125 Western Avenue
Boston, MA 02134

Made possible by a grant from the Charles Stewart Mott Foundation.

CIRCLE QUICK-ACTION CARD NO. 30

NEA Publications

Videotapes for Teachers By Teachers

Videotapes of successful teaching practices are now being developed *for* classroom teachers *by* classroom teachers—in classrooms. For the first time, teachers are the producers and directors of, as well as the chief actors in, a series of fast-paced workshops for their continuing education.

One of the videotapes explores a way to combat vandalism. In "A Teacher's Prescription for Reducing Vandalism," Gary Obermeyer, an art teacher in Seward, Nebraska, shares his experience of increasing students' feeling of school pride by having them paint murals on the walls. "Kids leave these paintings alone; kids won't mess with other kids' work," he says.

Obermeyer's idea was that restrictions on what students can do where and when in school buildings lead to their feeling alienated—to their feeling that the school is not theirs. Seeing their art on the walls, however, makes them feel better about their school. Through art, students affect their environment and come to identify with it. This is one way to reduce vandalism that seems to work.

Two other videotapes in the series investigate a program for the gifted and talented. The program was developed by Polly Reis at East School in Torrington, Connecticut.

• In "The Politics of Working Together," Reis, five fellow teachers, their principal, and their superintendent react—in a completely unrehearsed session—to the Renzulli Enrichment Triad Model, a three-part management plan that allows for individualized enrichment programs for gifted students. The consensus of the meeting is that the program benefits not only students but the whole school.

• In "A Gifted Program in Action," gifted students discuss their projects with the classroom resource teacher.

The Teachers Institute of Continuing Education, Inc., in Phoenix, Arizona, is producing the tapes. By the end of 1980, the institute hopes to complete approximately 25 videotapes. Subjects to be developed include bilingual education, curriculum enrichment, motivating the alienated, teaching the handicapped, reading in content areas, and violence in schools.

The eight-member Advisory Council of the Institute consists entirely of NEA members, many of whom are known as state and national teacher leaders:

• *Luther Burse*, an industrial arts teacher at Cheyney (Pennsylvania) State College, is a member of the NEA Executive Committee and a member of the NEA's Black Caucus.

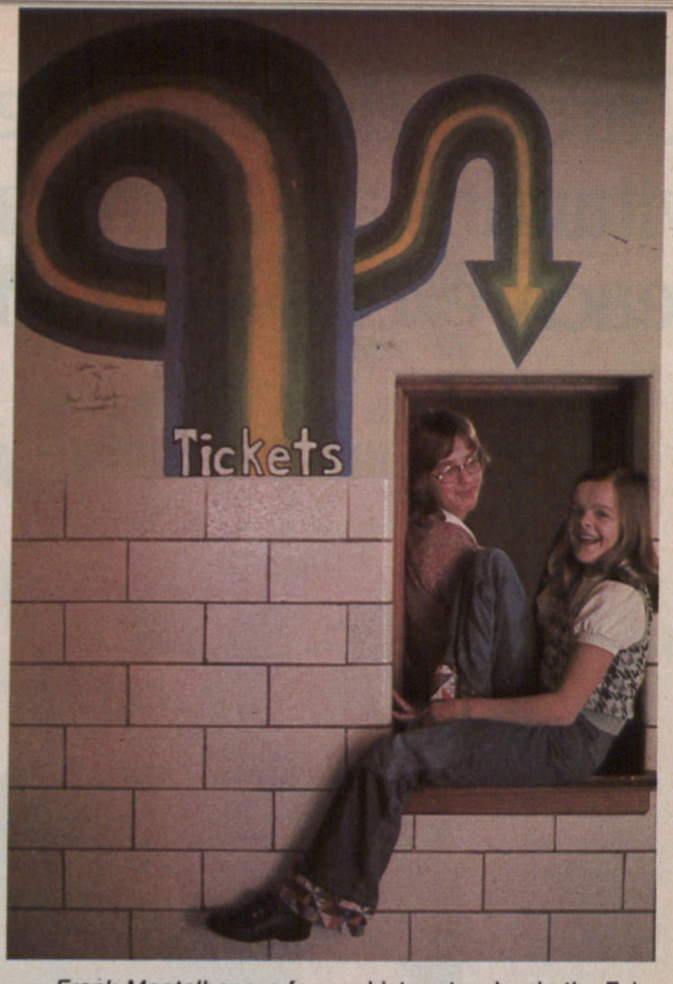
• *Kaye C. Chatterton*, a guidance counselor in Sandy, Utah, is an NEA director for Utah.

• *José Correa*, a Spanish teacher in Colorado Springs, Colorado, is former chairperson of the NEA Chicano Hispanic Caucus.

• *Donald Eklund*, a history teacher in Phoenix, Arizona, is former president of the Arizona Education Association.

• *Elayne Hunt*, an elementary school counselor in Odessa, Texas, is a member of the NEA Board of Directors.

• *Louise Kutz*, English and speech teacher in Stillwater, Minnesota, serves as a member of NEA's Standing Committee on Instruction and Professional Development.



• *Frank Montalbano*, a former history teacher in the Fairlawn, New Jersey, public schools, is now director of supervision and curriculum there.

• *Gary Obermeyer*, a junior high school art teacher in Seward, Nebraska, is past president of the Nebraska State Education Association and a member of the NEA Executive Committee.

These eight teachers select the subjects (innovative teaching or problem-solving techniques) for videotaping. NEA state affiliates then recommend teachers known for their successful handling of the selected subjects to be filmed in their classrooms. Finally, the Advisory Council must approve the edited version of each videotape.

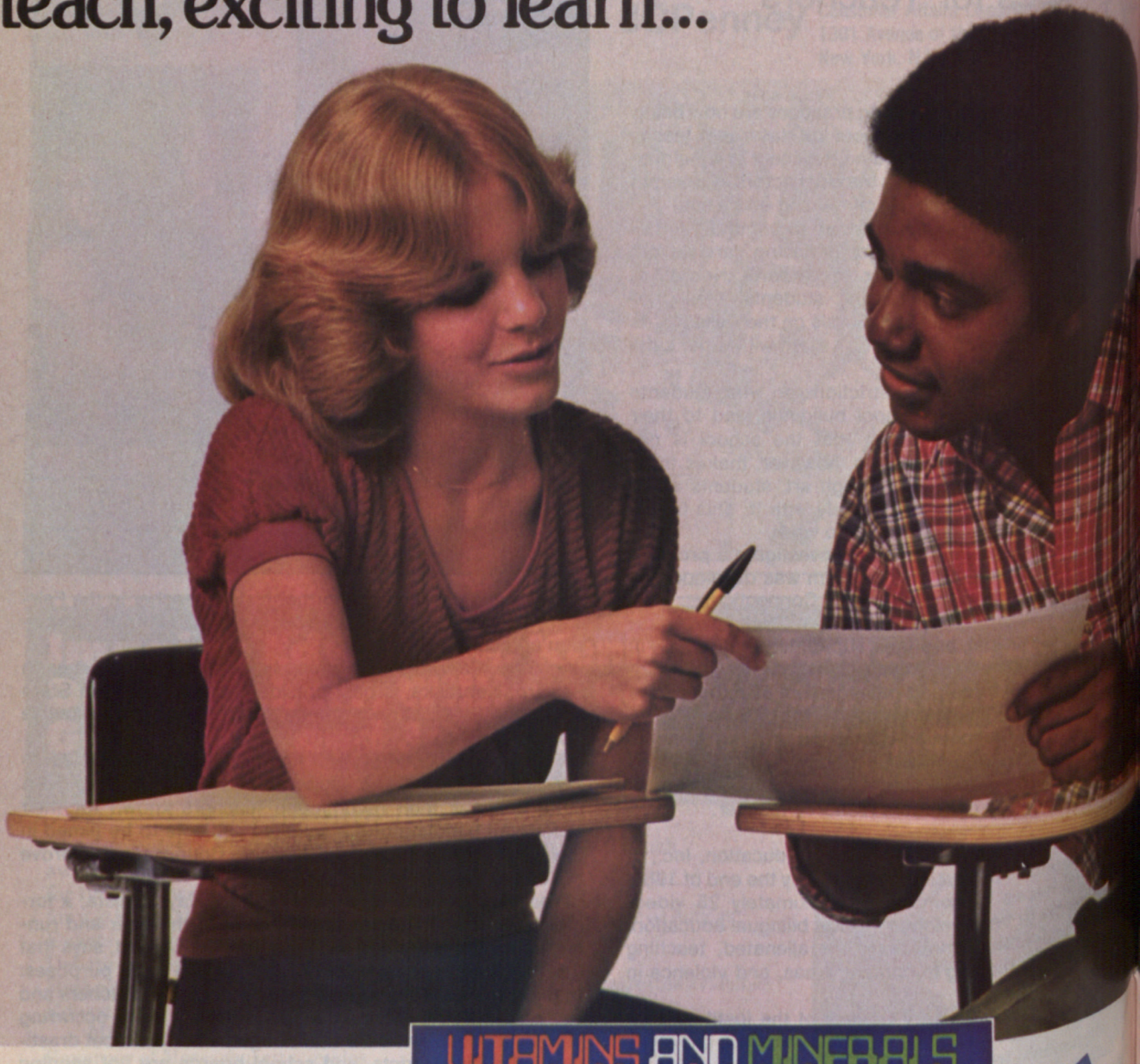
Teachers Institute Executive Director Kay Battista, a former New Jersey Outstanding Teacher of the Year and runner-up for the National Teacher of the Year Award, says that the Teachers Institute was founded for two basic purposes: to make low-cost workshops easily available to teachers and to be a means for sharing the good teaching that's occurring across the country. "Now that budgets have been cut drastically in many districts, and school boards are not sending teachers away to workshops," Battista says, "this continuing videotape series can provide in-service training at very low cost." She continues, "I feel deeply that it's necessary to spotlight good teaching in order to combat the negativism that seems to attract the public's attention."

The videotapes can be used by individual teachers or by groups as the basis for workshops. A printed leader's guide, also approved by the eight-member Advisory Council, accompanies each tape.

NEA Publishing will be the sole distributor of the tapes. Purchase price per tape is $157.50; rental price per week, $35.

For complete information, address inquiries to NEA Publishing, 1201 16th St., N.W., Washington, DC 20036. □

Carbohydrates, proteins, fats, water, vitamins and minerals made interesting t teach, exciting to learn...



Project Nutrition

A Nutrition Education Unit for Grades 7-12.

Teenagers often decide for themselves what to eat. If they understand the importance of eating properly, if they have sound nutrition information, they're more capable of choosing the right foods—for themselves, and for their families in years to come.

That's why teaching nutrition is important. And that's why Kellogg's® has developed PROJECT NUTRITION, a nutrition education unit that helps you accomplish this challenging task by making the subject exciting. PROJECT NUTRITION includes:

- 25 duplicating-master activity sheets, divided into 3 teaching sections
- 4 twelve-frame filmstrips with accompanying script
- A poster on the functions and food sources of vitamins and minerals
- A teacher's guide, with glossary and nutrition resource list

Kellogg's®

We think both you and your students will enjoy PROJECT NUTRITION. For each unit, just send a check or money order for $4.00 to cover materials and handling. Allow 6 weeks for delivery. To the right is a coupon for your convenience.

® Kellogg Company
© 1980 Kellogg Company

MAIL TO: KELLOGG'S PROJECT NUTRITION UNIT
P.O. Box 9113, St. Paul, MN 55191

Please send me _____ set(s) of Kellogg's PROJECT NUTRITION unit at $4.00 per set. Enclosed is $_____.
(Check or money order only, payable to Kellogg Company.)

(PLEASE PRINT OR TYPE)

NAME_____

SCHOOL OR ORGANIZATION_____

ADDRESS_____

CITY_____ STATE_____ ZIP_____

Allow six weeks for delivery.
In Canada, send to 6700 Finch Avenue West, Rexdale, Ontario, Canada, M9W 5P2.
Offer limited to United States and Canada.

TE 980

this fall your group can easily

EARN $288.00 to $2,160.00 or more selling Fuller's

Christmas Gift Wrap

Every Christmas, everyone needs gift wra
That's for sure. So what better Fall fund raising pro
than Fuller's CHRISTMAS GIFT WRAP. Prepa
especially for groups like yours, each GIFT WRAP pa
age contains 14 big 20" x 26" sheets featuring 7 span
colorful contemporary designs—truly the most beau
wrapping paper ever offered for fund raising!

BIG PROFITS—INSTANT SELLER
Since your prospects already need GIFT WRAP, y
profit potential is greater with Fuller's CHRISTMA
WRAP. You sell each package for $2.00. Keep $8
your group's treasury. You earn a big $28.80 on
case you sell. (36 packages per case.)

CASH IN ON BONUS PROFITS!
Bonus profits are yours with Fuller's CHRISTMAS GI
WRAP. For every 15 cases you order and sell, y
receive one FREE case worth $72.00 for your group. S
30 cases—get two FREE cases, $144.00 value. S
selling and watch your bonus profits grow! To qualify
Fuller's bonus profit cases, simply make FULL payme
of your order within 30 days after you receive it.

NO RISK—NO INVESTMENT
Fuller Fund Raising Company ships your CHRISTMA
WRAP on credit. You may return any unsold car
freight prepaid by you within 30 days for full credit, les
nominal charge of two dollars per case for reinspec
and handling. But most groups reorder this super fu
raiser. So place your order today!

300,000 SATISFIED CUSTOMERS.

20 YEARS OF SUCCESS WITH FULLER FUND RAISING HERE'S WHAT THEY SAY:

"This project has proven to be our best fund raiser—why our order of **2,016** packages was gone in no time," wrote Lois Jane Curtis, Joaquin Miller Junior High Parents Group, Sacramento, California.

"Great fund raising project!" wrote Anita Kilpatrick, Future Nurses Club, Le Mars, Iowa Community High School. "**Such an easy sale.** Once people saw the lovely paper they bought several packages."

"Each member sold his assigned number of packs, and returned for more. Such attractive, colorful paper **at this low price** makes customers eager to buy," says Mrs. Betty Bramlet, Sponsor, El Dorado, Illinois, High School Thespians.

FULLER'S FAST PROFIT CHART

Order To Meet Your Profit Goal

Order	You Make
5 cases	$ 144
10 cases	288
15 cases	432
20 cases	576
30 cases	864
50 cases	1440
75 cases	2160
100 cases	2880

Start Your Sale Now!

Call TOLL FREE 1-800-633-5732
to place your order.
(AL residents call collect (205) 264-2176)

Fuller Fund Raising Company,
P.O. Box 4957
Montgomery, AL 36192

Fuller Fund Raising Company/P.O. Box 4957, Montgomery, Alabama 36192

☐ Please send _____ cases of CHRISTMAS GIFT WRAP. (Minimum order is
cases. Orders of 15 cases or more, Fuller Fund Raising pays freight/handling co
☐ Enclosed is $2.00. Please send a sample Christmas Wrap Package and informati
on earning more money with FULLER FUND RAISING CHRISTMAS WRA

ORGANIZATIONAL INFORMATION

Your Name _____ Your Title _____ No. Selling _____

Name of Group _____ No. Members _____

Name of School/Church/
Sponsoring Organization _____ Phone: (___) _____

Organizational Address _____ City/State/Zip _____

SHIP TO:

Name of Person
and/or Company Name _____ Phone: (___) _____

Address _____ City/State/Zip _____

ADULT RESPONSIBLE FOR ORDER/PAYMENT

Name _____ Phone: (___) _____

Home Address _____ City/State/Zip _____

Authorized Signature _____ Scheduled Sales Date _____

TDX009

TERMS: Net 30 days after you receive your shipment or from your scheduled sale date, whichever is later. All orders subject to approval. Price subject to change. Allow for freight charges when estimating profits on orders less than 15 cases.

CIRCLE QUICK ACTION CARD NO. 60

The Teacher and the Law

No Hiding from the Constitution

A decision by the U.S. Supreme Court in a suit involving neither a teacher nor a school board may nevertheless represent one of the most valuable court victories for teacher rights in recent years. The April 1980 decision, in *Owen* v. *City of Independence*, denied that local governmental entities—a category that includes school boards—immunity from monetary liability for constitutional violations even when committed in good faith. For educators, this means school boards may no longer use the legal argument of immunity as a shield to protect them from liability claims of teachers whose constitutional rights have been violated.

The suit was brought in 1976 by a former Independence, Missouri, police official, George D. Owen, who claimed he had been dismissed from his job and publicly stigmatized without due process. The city, however, challenged Owen's right to recovery since it had not knowingly defied the Constitution. At the time of Owen's dismissal, in 1972, the Supreme Court had not yet handed down the decisions which were to establish the due process rights of public employees. The attorneys for Independence argued, therefore, that the city could not be held accountable for complying with them. (Later in 1972, in *Board of Regents* v. *Roth* and in *Perry* v. *Sindermann*, the High Court established the right to name-clearing hearings for public employees whose reputations are damaged in the course of their dismissals.)

Title 42, Section 1983 of the U.S. Code establishes that "every person who, under color of any statute, ordinance, regulation, custom, or usage of any state or territory" subjects another individual to the deprivation of a right guaranteed by the Constitution or law is liable for the damages caused. In 1961, in *Monroe* v. *Pape*, the Supreme Court concluded that local governments did not fit the definition of *persons* as defined in Section 1983 and were therefore not liable for damages when they violated someone's rights.

Nearly two decades later, in 1978, this serious barrier to individuals seeking relief from unconstitutional behavior by local government was removed. In that year, the Court reversed itself and ruled, in *Monell* v. *Department of Social Services of the City of New York*, that these bodies were persons under Section 1983.

In *Monell*, the Court dealt with an unconstitutional citywide maternity policy that New York had established centrally and which it implemented through its subdivisions. Ruling that such entities were not entitled to absolute immunity, the court found the city liable. The Court left for another day the question of limited immunity, e.g., immunity for unconstitutional actions committed in good faith.

That day came on April 16, 1980, when the Court delivered its decision in *Owen* and ruled that local governments could no longer hide behind good faith immunity in the face of claims based on Section 1983.

The decision incorporated arguments that the NEA made in a friend-of-the-court brief it filed jointly with the Lawyers Committee for Civil Rights under Law. The Court ruled that the arguments for municipal immunity were contrary to the very purpose of the law. Justice William J. Brennan, Jr., joined by Justices Byron R. White, Thurgood Marshall, Harry A. Blackmun, and John Paul Stevens, wrote the majority opinion. Addressing the question of good faith immunity, Justice Brennan wrote, "The knowledge that a municipality will be liable for all of its injurious conduct, whether committed in good faith or not, would create an incentive for officials who may harbor doubts about the lawfulness of their intended actions to err on the side of protecting citizens' constitutional rights."

The city had argued that denying good faith immunity to local governments would inordinately inhibit them from acting in an intelligent, expeditious manner, since the threat of potential liability would intimidate officials into inaction. The Court agreed that assigning such liability to individuals might produce that effect but said that this possibility was "significantly reduced if not eliminated, when the threat of personal liability is removed"—as it is when a government official acts in good faith.

If the potential for liability does cause officials to analyze seriously the constitutionality of proposed actions, the law is in fact performing its function, the majority of the Justices concluded. "To criticize 1983 liability because it leads decision makers to avoid the infringement of constitutional rights is to criticize one of the statute's raisons d'être," they said.

The *Owen* decision means that school boards and analogous governmental bodies will increasingly have to respond to the substance of charges of unconstitutional behavior. Obviously, not every constitutional claim brought by a teacher will result in an award. The decision will now, however, be more likely to turn on the facts of the specific case than in the pre-*Owen* past.

In the last few years, the NEA Unified Legal Services Program has won a number of significant constitutional lawsuits on behalf of educators. These victories have often brought both large awards for financial damage and reinstatement of the teachers involved. Until *Owen*, however, the courts lacked a consistent response to the question of what kind of immunity was available to the defendant school boards. The *Owen* decision should remove a major roadblock to teacher advocates pursuing such lawsuits.

According to NEA Deputy General Counsel David Rubin, "This decision should encourage school authorities to err on the side of caution before taking action which may violate a teacher's constitutional rights. Their incentive to do so is particularly substantial because the decision rejects immunity for local governmental bodies not only from back pay awards but also from consequential damages generally. The decision is also gratifying because it holds that good faith immunity is not a defense for such bodies even where the action taken was valid under then current law and only later determined to be unconstitutional."

The knowledge that immunity no longer exists as an escape hatch may result in school boards' being noticeably more prudent about observing the constitutional rights of their employees.

—Barbara Stein, *NEA Teacher Rights.*

Research Clues

By JOHN H. HOLLIFIELD
Assistant Director, Center for Social Organization of Schools, Johns Hopkins University, Baltimore.

Do female students still lag behind males in mathematics participation and achievement?

Not by much, according to a national survey of 1,452 13-year-olds and 1,788 high school seniors funded by the National Institute of Education and conducted by the Education Commission of the States. In fact, no large sex differences were found for participation in math courses.

Among high school seniors, 37 percent of females had taken four years of high school math as compared to 41 percent of males. And among 13-year-olds, nearly 50 percent of each sex plans to take four years of high school math, and an additional 20 percent of each sex plans to take three years.

The researchers found some achievement differences for high school seniors. Males significantly exceeded females in ability to solve word problems. There were, however, no sex differences in performance in algebra or computation, nor were any differences found in tests of spatial visualization—the ability to visualize shapes and mentally move or rotate them. This finding is highly significant because previous studies have found such differences and have often cited them as being the primary reason that males dominate in mathematics.

Among 13-year-olds, achievement is a different story. Compared to males, females do better in computation and spatial visualization, as well on algebra items, and almost as well on problem-solving tasks. Coupled with the finding that 13-year-old girls plan to take as many math courses in high school as boys, these results imply a definite trend toward equality of males and females in math participation and achievement in school.

The study found three factors that correlate highly with participation in mathematics by both sexes:

- Positive attitudes toward math
- A perceived need for math in future career and educational plans
- Positive influence of parents, teachers, and counselors.

The study points out that teachers can have a large influence on students' attitudes toward math in general and that, for female students, teacher encouragement was one of the main factors influencing mathematics participation. It concludes that parents, teachers, and counselors need to understand and transmit to students the necessity to take math in order to keep their options open. They must also hold the same high expectations for female students as for males in order to provide a base for equal opportunity in scientific and technical careers.

See Jane M. Armstrong. "Achievement and Participation of Women in Mathematics: An Overview." Education Commission of the States, March 1980.

Do students who prefer open classroom instruction achieve better in open classrooms?

Yes, says this study of 285 students in 15 junior high school science and social science classrooms. The study measured achievement on a battery of inquiry skills at the beginning and at the end of the school year. It found that students who were in open classrooms and who preferred open instruction showed significantly greater gains in achievement than other categories of students.

The methodology of the study is complex but worth examining. The authors break down the contribution of four blocks of variables to determine how much each block contributes, over and above each previous block, to explaining the increase between pretest and posttest achievement scores. (A *block* is simply one measurement or several related measurements grouped under the same heading.) The chart below shows the relative contribution of the four blocks.

Block	*Variable(s) Represented*	*Percent*
1	Pretest performance score	18.2
2	General ability and sex	3.2
3	Actual openness	1.1
4	Congruence of actual openness with preferred openness	5.0

These results help to show the complexity of educational research in general. For one thing, pretest performance explains the greatest amount of achievement difference. This simply means that students who perform well on the pretest are likely to perform well on the posttest. Second, general ability and sex influence achievement significantly—a common finding in many studies. Third, openness of instruction in itself made no significant contribution to achievement. The contribution was significant, however, for students who preferred open instruction and matched the way they were being instructed. This finding supports the notion that "person-environment" congruence can enhance student achievement, a notion that researchers have often expounded but for which they seldom provide supportive data.

Finally, it is worth noting that the four blocks of variables fail to explain 72.5 percent of the variance in pretest and posttest scores of the students.

See Barry J. Fraser and A. John Rentoul. "Person-Environment Fit in Open Classrooms." *Journal of Educational Research* 73: 159-67; No. 3, January-February 1980.

Will students who prefer to learn by either auditory or visual methods achieve better if taught by their preferred method?

The evidence says No, according to this review of 22 research studies devoted to answering this question. Most of the studies were conducted with first, second, and third graders. The authors used auditory (phonics) reading instruction and visual (sight) reading instruction as the alternative teaching methods.

The hypothesis that teaching methods should match the learner's preference has been around for a long time, the authors note. They think many teachers, especially those in the learning disabilities field, may accept it as true. Of the 22 studies that they review, however, only two supported the hypothesis. They found no evidence of interactions at all, and three found evidence that either auditory or visual methods could be most effective even with students who preferred the other method.

Note that this review conflicts somewhat with the findings of the study reported immediately before this one, in which students who preferred open instruction seemed to achieve better in open classrooms.

See Thomas J. Kampwirth and Mar-

on Bates. "Modality Preferences and Teaching Method: A Review of the Research." *Academic Therapy* 15: 597-605; No. 5, May 1980.

What happens to students' attitudes toward school as they progress from grade one to grade eight?

This survey of almost 3,000 students in one state finds that students' positive attitudes toward school decline as grade level increases. On an attitude index, first graders showed a mean attitude score of 6.05 out of a possible 10, while seventh and eighth graders' combined mean score was 3.47. Students' scores dropped almost consistently at each grade level from one to eight.

The study used an attitude inventory on which students mark a happy, neutral, or sad face to indicate their response to questions such as "What face do you wear when it is time for math?" The survey measured attitudes toward school and attitudes toward specific subjects as well.

Especially large decreases in positive attitudes occurred between grades one and two, four and five, and six and seven/eight. The decrease in positive attitudes toward school in general did not carry over, however, to specific subjects. Student attitudes toward math, reading, art, science, and other subjects did not decrease nearly as much as their attitudes toward school in general. Attitudes toward social studies, however, which were measured from grade four on, were lower than all other subject attitudes and lower even than attitudes toward school in general in grades four and five. Also, compared to girls' attitudes, boys' attitudes toward school in general were increasingly negative across grade levels.

This survey's results have many implications for teachers. First grade teachers should be aware that they are receiving students who are generally positive and eager, but that this condition is not a stable one that will automatically hold over into the second grade. Teachers must encourage and cultivate these positive attitudes if they want them to remain positive. Similarly, seventh grade teachers should be aware that students entering their grade are at a critical point—the decrease in positive attitudes toward school and toward specific subjects between sixth and seventh grade is large and dramatic.

This survey points to definite problems for social studies teaching, as students show extremely low regard for this subject in grades four through eight. Teachers should seek ways to make their school and district supervisors and curriculum personnel aware of this problem and of the need to improve social studies relevance and teaching methods.

The study data imply strongly that teachers have the ability to maintain positive attitudes of students. The fact that student attitudes toward specific subjects do not (except for social studies) decline as rapidly as their attitudes toward school in general indicates that a teacher in any one classroom or subject area can successfully maintain positive student attitudes toward some aspect of learning.

See Tom Haladyna and Greg Thomas. "The Attitudes of Elementary School Children Toward School and Subject Matters." *Journal of Experimental Education* 48: 18-23; No. 1, Fall 1979.

Does the use of electronic calculators in classrooms increase students' academic performance and improve their attitudes?

This review of 34 empirical studies conducted at the elementary, secondary, and college levels finds that students show increased computational achievement when they are allowed to use calculators. The studies show no consensus, however, on the effects on their higher level conceptual achievement or attitudes. The author recommends that schools initiate programs to use the unique capabilities of calculators and to integrate use of calculators logically into the instructional process.

Teachers who allow calculators in class might want to address the question of whether they are simply letting students avoid the drudgery of computation (which may be appropriate) or whether they are going beyond simple computational use to try to realize the full benefits that calculator use might produce.

See Dennis M. Roberts. "The Impact of Electronic Calculators on Educational Performance." *Review of Educational Research* 50: 71-98; No. 1, Spring 1980. □

Confidential loans for Teaching professionals.

Up to $5,000.

Teaching professionals get special attention from BarclaysAmerican/Financial. You can get a personal, private loan for as much as $5,000. Just pick-up the telephone and call toll-free anytime, nights, days or weekends. Or write, sending name, address, zip code, telephone number (include area code), and tell us the best time to call you, in confidence. Call now. The lines are always open at 800-551-6572. (In Louisiana call collect (318) 473-0502 8 a.m.-8 p.m.)

Barclays American Financial
An affiliate of BARCLAYS Bank

190 South 10th Street, Oakdale, LA 71473

Name_____

Address_____

City_____ State/Zip_____

Telephone ( )_____

TE 9/80

TEACH OVERSEAS

WANTED: Singles or Married Couples (both teachers)

REQUIRED: A minimum of 2 yrs. exp.

VACANCIES: Teaching positions in almost all disciplines. Also, Administrative, Guidance & Librarians.

LOCATIONS: Europe • Africa • Asia Central & South America

ADDITAMENTS OFFERED: Top salaries with yearly increments and bonuses, Furnished housing, Paid utilities, Round trip Air Fare, Traveling & Baggage Allowances, Liberal Medical and Dental Benefits, Insurance, Overseas Differential on base salaries, plus more.

TORC

Two 3-day TEACHERS OVERSEAS RECRUITING CENTERS (TORC) will be held in Cleveland, Ohio for schools from the countries listed above.

It is anticipated that 25 or more Overseas Schools will be represented at these Centers to conduct private interviews with prospective candidates.

Collectively, these private American and International Schools offer the widest possible range of assignments and schools around the world from which to choose. For more information call:

1(216) 741-3771 or write to TORC c/o National Teacher Placement Bureau P.O. Box 09027, Cleveland, OH 44109

CIRCLE QUICK-ACTION CARD NO. 27

Classroom Tips

By JANE TYLOR FIELD
Retired Teacher of English and Creative Writing.
Chula Vista, California.

These are suggestions made or collected by Ms. Field, and she urges NEA members to send in interesting and useful teaching ideas for possible use in future issues of Today's Education. *Ms. Field asks that those who submit classroom tips keep copies of their material, as she cannot return the originals.*

Mail suggestions to Box CT, Today's Education, *1201 16th St., N.W., Washington, DC 20036.*

In January 1980, John Logsdon's U.S. history honors class at El Cajon Valley High School in California displayed greater than usual interest in the future 10 years hence. As part of a ritual for beginning a new decade, class members were present when a committee of school alumni dug up a capsule of prophecies they had buried on the school grounds 10 years earlier.

Even within only 10 years, nature and gardeners move dirt and plants around, so finding the right spot took a little time. (Nervous about a possible debacle after all the to-do, Logsdon said, "From now on, we'll have duplicates filed away, just in case.")

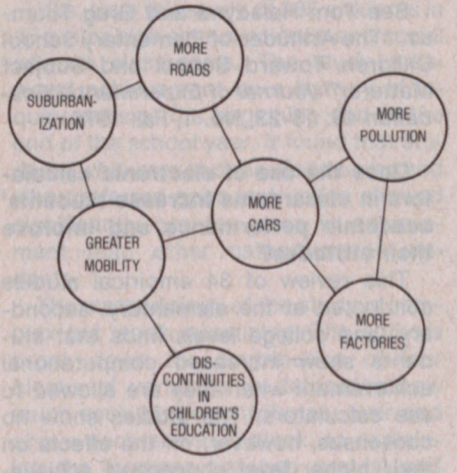
Unearthed at last, the predictions were read aloud. Some had come true: Communist rule in Southeast Asia, classrooms without windows, test-tube babies. Other ideas are still embryonic: a cure for cancer, picture telephones, living on the moon, a woman President of the United States.

Then Logsdon's current honors students in U.S. history worked in groups to develop a new set of prognostications about the 1980's. As their predecessors did the first time round, they wrapped the new list in foil and placed it in white plastic plumber's pipe with the end covers tightly secured. Logsdon set the date and appointed a committee to be on hand for the 1990 reading.

In Newport News, Virginia, Marty Rourke, an assistant elementary school principal, was concerned about how a lack of mental stimuli would affect children with high potential for creative or academic work. She knew of a University of Southern California study which showed that 250 gifted children, after being exposed to three weeks of extensive television viewing, exhibited a decrease in all forms of creative abilities that were measured.

The conclusion Dr. Rourke reached about the study was that mental abilities must have constant exercise and that schools must actively challenge students by helping them learn to organize ideas and knowledge in a meaningful way.

Here are some of the ways Dr. Rourke suggests to motivate learners with high potential. A brainstorming technique is to have each student choose a general topic, such as *energy, trees, hope,* or *cars*, and then draw a trend wheel showing the general effects of that topic.



Further exercises might be to imagine—in the manner of John Logsdon's history class in El Cajon—what the world will be like in A.D. 2000, to predict what inventions will be made in the next 10 years, or to identify what contemporary products and inventions we could easily do without.

In connection with the reading necessary for these kinds of projects, Dr. Rourke stresses asking students questions that necessitate comprehending, interpreting, making inferences, predicting outcomes, determining cause and effect, and drawing conclusions.

When students are reporting on fiction they have read, Dr. Rourke continues, keep them from dwelling on the plots. Let them instead write new endings or describe the most important parts or tell what they have learned from the books. Too much creativity on this type of assignment can, of course, mean simply that the students have not read the books at all. Teachers who are well acquainted with the books assigned, however, will not be taken in.

Dr. Rourke also reminds us that since we learn to read by reading, teachers should urge parents to encourage their children to read. They can suggest to parents that they do some of the following things:

- Turn off the television during certain hours each day.
- Make reading material available—newspapers, magazines, encyclopedias.
- Remind parents, subtly or otherwise, that books make great gifts, that most youngsters enjoy having their own libraries.

A new game on the order of *Monopoly* is useful for students of economics, social studies, and math. It appeared first in France where the French actually called it *Business*. In the United States, courtesy of Time, Inc., it is known as *Fortune 500*.

By playing the game, students find out what running a business corporation is like. They learn to make shrewd investments and to develop management acumen and economic foresight. The player whose corporation first triples its value wins the game.

By throwing dice, from three to eight players take turns making corporate decisions. Players do business with firms such as Mobil, Aetna Life and Casualty Insurance, H. J. Heinz Co., Wells Fargo Bank, Southern Pacific Company, Pan American Airways. Each player has a certain amount of capital to start with and, as the game progresses, may contract for factories, raw materials, units of energy, services, loans, etc., or may be threatened by any of a number of real-life economic crises.

Win or lose, the players learn about the processes of running a firm. *Fortune 500* costs about $20. For information on its availability, write to Editions Fenwick, 75 E. 55th St., New York 10022.

On a smaller but possibly more realistic business scale, student craftspersons who have run out of ideas about

hat to make in wood shop might find spiration in neighborhood gift and an- ique shops. There they will find for sale many small wooden articles: quilt racks, dictionary stands, wooden toys.

DECA, Distributive Education Clubs of America, plays an important role in teaching many high school students about retailing and giving them a chance to get some practice at selling. Many elementary and junior high school students ought to know about the Club so they can look forward to participating in it.

Lucille Miller, who was DECA coordinator at the Sylvan Hills Senior High School, North Little Rock, Arkansas, before her retirement, writes that DECA members themselves are carrying the message in that area. Invited by school principals to talk with youngsters from ninth grade up, they explain the Club program, demonstrate their understanding of such things as job and social security application blanks, and give a slide presentation about DECA. In the process, they emphasize the desirability of everyone's trying for interesting jobs, regardless of sex stereotypes.

A continuing theme in our correspondence is friendly cooperation between students and older generations in developing an appreciation for communities' past histories. For instance, Jaime Cronyn of Borrego Springs Unified High School in California writes about the help that the retirees who live in their desert community have given her eighth grade social studies classes. These older persons, many of them far away from their own grandchildren, have been eager to share with the classes their knowledge of local history, paleontology, biology, and especially their personal experiences of life in the desert in the "early days," when the only refrigeration was supplied by a chunk of ice under a piece of canvas—in an area where summer temperatures often rise to above 50° C. Thanks to all this firsthand information and to their own research, the students last year published a book, *Borrego and Beyond*. It contains sections on desert plants, animals, Indian life, places to go, and homesteading. This year students are bringing out an expanded version of the book. ☐

Free Trips for Teachers plus *ADVANCE UNIVERSITY CREDIT FOR YOUR STUDENTS*

Call any time

800 227 4712

Drama French Photography Art *PLUS+.....*

New York 212 627-4358
San Francisco 415 928-5096

CIRCLE QUICK-ACTION CARD NO. 31

Occupational Essentials

helps the disadvantaged help themselves

OE—key to the quest for meaningful employment—for over 100,000 in the U.S., Europe, South America. Practical, comprehensive—acclaimed by leading educators. ☐ Self-help chapters:

• *Determining basic interests, talents* • *How to apply them, secure a job, forge ahead* • *Self-evaluation* • *Capitalizing on new job opportunities* • And much more! 38 vital study units. ☐

OE—for the unskilled, handicapped, functionally illiterate. 3rd edition, 21st printing. 200 pgs.; $5.50 ea.; $3.95/100. Instructor's Guide/Lesson Plans—$10.50.

OE works effectively!

Free Brochure Available

h. c. Johnson Press, Inc.
Vocational Education Division
P.O. Box 5566 - 2801 Eastrock Drive
Rockford, Illinois 61125

CIRCLE QUICK-ACTION CARD NO. 19

Teacher for private boarding school in San Bernardino Mountains

A unique opportunity for the person who wants to be in the vanguard of ALTERNATIVE EXPERIENTIAL education. Work year-round, coeducational, Jr. and Sr. high, credentials preferred.

If you are a dynamic and sensitive individual with at least 7-10 years experience with good verbal skills, are energetic, well traveled, a self-starter and are looking for a long term association, we want to talk to you.

Beautiful surroundings provide a happy alternative to city living. Limited on-campus housing available. Pension/Medical/Dental benefits. Excellent opportunity for advancement. Send resume.

P.O. Box 1176
Running Springs, CA 92382

FREE CATALOGS

☐ **Software.** Lists 400 programs on 70 tapes and disks. For education, recreation, and personal use.

☐ **Books.** Lists 100 books, games, records, prints, etc. for educational and personal users of small computers.

☐ **Peripherals.** (ALF music synthesizer and Versa-Writer for the Apple II).

Send 3 15¢ stamps for either catalog or 5 for both. Or send $2.00 for a sample issue of Creative Computing and both catalogs.

creative computing
DEPT. TEJG
P.O. Box 789-M
Morristown, NJ 07960

NTID

If A Deaf Student Needs Your Help Let Us Help, Too.

If you work with a deaf child, perhaps we can help. For 11 years the National Technical Institute for the Deaf, a part of Rochester Institute of Technology, has been a nationwide model for mainstreaming deaf students.

NTID prepares nearly 1,000 deaf college-age students every year for a variety of technical careers. We've also published the nation's authoritative bibliography on mainstreaming and will soon release another major study on the subject. We've put the best ideas on mainstreaming into a checklist we'd like to share with you. And we'll gladly talk with you personally about providing good educational opportunities for deaf students in your school.

For information, contact:

National Technical Institute for the Deaf
Rochester Institute of Technology
Room 100T
One Lomb Memorial Drive
Rochester, N.Y. 14623

CIRCLE QUICK-ACTION CARD NO. 3

AUTHORS WANTED BY NEW YORK PUBLISHER

Leading subsidy book publisher seeks manuscripts of all types: fiction, non-fiction, poetry, scholarly and juvenile works, etc. New authors welcomed. Send for free, illustrated 52-page brochure E-57 Vantage Press, 516 W. 34 St., New York, N.Y. 10001

TEACHER'S GRAB BAG

50 8" x 10" FULL COLOR PICTURES **$5.00** POSTPAID

Giant Photos has been offering color pictures and posters to teachers throughout the country for over 20 years. During this time we have gathered quite a collection of discontinued 8" × 10" pictures . . . all in full color. To clear out this inventory, Giant Photos is making this special "grab bag" offer.

Every picture is different and is 60% off our regular price of 25¢ each. Enclosed with each order will be our regular circular for the 1980-81 school year.

Clip this ad and send $5.00 to:

No foreign orders.

50 Pictures
Giant Photos, Inc.
Box 406
Rockford, IL 61105

CIRCLE QUICK-ACTION CARD NO. 2

Free or Inexpensive

Discipline

50 Ways To Maintain Discipline in the Classroom. Therese Johns. Designed to help teachers develop a positive attitude in the classroom so that students will see discipline as fun. Divides strategies into three categories: those that can be used with individual students, those that can be used with an entire class, and those that can be used with an entire school. 1979. 50 pp. $3.45. J and J Publishers, P.O. Box 1613, Bellevue, WA 98009.

The Handicapped

Drama, Theatre, and the Handicapped. Edited by Ann M. Shaw and C. J. Stevens. Designed to reinforce awareness and increase knowledge of issues, needs, and problems related to handicapped individuals' full participation in drama and theater. Divided into four sections that discuss (1) ways in which handicapped individuals can enjoy drama and theater, (2) obstructions to their full involvement and ways to remove them, (3) current participation by the handicapped in dramatic productions, and (4) related literature. 1979. 121 pp. $6.95 (plus $2 postage and handling charge). American Theatre Assn., 1000 Vermont Ave., Washington, DC 20005.

A Resource Guide for Parents and Educators of Blind Children. Doris M. Willoughby. Discusses issues such as how blind children learn, how they manage daily life tasks, and how they adapt socially. 1979. 142 pp. $4.95. Natl. Federation of the Blind, 1800 Johnson St., Baltimore, MD 21230.

Language Arts

The following publications are available from the Intl. Reading Assn. (IRA), 800 Barksdale Rd., P.O. Box 8139, Newark, DE 19711.

Annual Summary of Investigations Relating to Reading. Sam Weintraub, Helen K. Smith, Nancy L. Roser, Michael Rowls, and Walter R. Hill. Summarizes more than 1,100 reports of reading research published between July 1, 1978, and June 30, 1979. 1980. 328 pp. $6 (price for IRA members'; $8 (price for nonmembers).

Auditory Handicaps and Reading: An Annotated Bibliography. Compiled by Leo D. Geoffrion and Karen E. Schuster. 1980. 56 pp. $1.75 (price for IRA members); $2.50 (price for nonmembers).

Books and the Teenage Reader. Second revised edition. G. Robert Carlsen. Provides answers to questions about adolescent reading problems. Includes annotated lists of available and recommended books, bibliographies, tools, and sources. 1980. 290 pp. $11.95. Harper and Row, 10 E. 53rd St., New York 10022.

An Introduction to the Cloze Procedure: An Annotated Bibliography. Details the Cloze procedure, a method of teaching reading comprehension. Compiled by Michael C. McKenna and Richard D. Robinson, 1980. 40 pp. $1.50 (price for IRA members); $2 (price for nonmembers).

The following Shakespeare plays are available from Mayflower Books, Inc., 575 Lexington Ave., New York 10022. Originally published by the British Broadcasting Corp. (BBC), each volume contains the full text of the play, accompanying notes on the scene breaks and cuts in the BBC television production. Includes introduction to the play and the television production. Includes color and black-and-white illustrations. 1979. $2.95 each.

As You Like It
Henry IV, Part 1
Henry IV, Part 2
Henry V

FOR YOUR INFORMATION

Willard H. McGuire, NEA President; Terry Herndon, NEA Executive Director.

NEA memberships and annual dues: Active, $45; Associate, $22.50; Educational Support, $22.50; Student, $5; through Student NEA Chapters only; Retired, $5 (those retired before 9/1/79 continue at $2); Staff, $22.50.

For further information about NEA membership, write to NEA Membership Records, 1201 16th St., N.W., Washington, DC 20036.

Today's Education is a member of the Educational Press Association and the Magazine Publishers Association. It is indexed in *Reader's Guide to Periodical Literature, Education Index,* and *Current Index to Journals in Education.*

Henry VIII
Julius Caesar
Measure for Measure
Richard II
Romeo and Juliet
The Tempest
Twelfth Night

The following publications are available from Teachers College Press, Columbia Univ., 1234 Amsterdam Ave., New York 10027.

Guiding Children's Reading Through Experiences. Second edition. Roma Gans. Discusses methods, experiences, and theories of teaching reading. Includes a list of inexpensive classroom materials. Bibliography. 1979. 124 pp. $6.50.

Making Sense of Grammar. John Clark Jordan. Edited by J. R. LeMaster. Discusses the structures and functions of simple, compound, and complex sentences and the various relationships that parts of speech can have with each other in sentences, clauses, and phrases. 1980. 118 pp. $6.95.

Music

Grace and Beauty: Classic American Ragtime. Roland Nadeau, narrator and pianist. First in a series of records. Contains six classic piano rags—by Scott Joplin, James Scott, and Joseph F. Lamb—and a discussion of the style and mechanics of ragtime. 1979. $8.98. Sounds of Northeastern, Univ. Pub. Group, Box 116, Boston 02117.

Rape Prevention

Acquaintance Rape Prevention: An Educational Film Series and Curriculum. Series of four eight-minute films—"The Date," "The Party Game," "Just One of the Boys," and "End of the Road." Includes collateral print materials—teacher's film guides, student fact sheets, and discussion posters. Designed to increase young adults' awareness of misperceptions and stereotyped sex-role behaviors that lead to rape, to better enable young adults to perceive and discuss appropriately another person's motives, and to provide them a framework for discussing behaviors that might apply in a threatening situation. Contains sensitive information; consequently, *Today's Education* editors suggest that teachers review films before showing them to classes. Free 30-day loan distribution (provided by the Natl. Institute of Mental Health) to junior and senior high schools. Schools may keep written materials. Acquaintance Rape Prevention Package, Association Films, 866 3rd Ave., New York 10022. □

Books

The Classroom Survival Book: A Practical Manual for Teachers by **Margaret Martin Maggs.** New Viewpoints/Franklin Watts. 192 pp. $9.95; paperback, $6.95.

Teaching School: Points Picked Up by **Eric W. Johnson.** National Association of Independent Schools. 219 pp. Paperback, $8.95.

Every teacher knows that the art of teaching is more than instructing children. Maintaining order, grading papers, filling out forms, and dealing with the public are also functions of almost every instructor. *The Classroom Survival Book* and *Teaching School: Points Picked Up* both suggest some practical methods of dealing with these noninstructional duties.

Margaret Martin Maggs describes teaching as "that magic blend of science and performing art." Her *Classroom Survival* leans heavily on the science, suggesting efficient ways of dealing with papers, students, supervisors, and parents. The book is organized like a text; each chapter includes exercises and homework. Most of the information is so basic that experienced teachers will have arrived at their own solutions to the problems Maggs presents. Still, the questions she raises are ultimately those of accountability, responsibility, and liability—issues that any teacher will need to reexamine from time to time.

The book might particularly help prospective teachers or spark discussion at the faculty lunch table, for Maggs raises many more questions than she answers. She points out "the day-to-day reality of classroom problems" but offers only guidelines rather than solutions. She is careful to remain objective and to stick to generalizations when discussing grades, plans, homerooms, and supervisors. Although her questions may prompt the reader to find answers, she seldom offers them herself.

That Maggs regards teaching as a challenge is perhaps a result of her work in New York City schools. She offers her book as a guide for meeting the challenge realistically.

Instead of focusing on survival, Eric Johnson aims at showing how teaching can be enjoyed. He starts *Teaching School* by suggesting to readers that they "begin school as if [they] had just heard good news." The same upbeat tone permeates the entire book. Johnson discusses reporting, planning, and general classroom management as though they were vital and interesting aspects of education rather than just routines. He does not hesitate to make his opinions known, and he blends general suggestions with pointed examples drawn from his 30 years in Quaker schools.

Order, interest, spirit, and discipline provide the framework (and beginning chapter headings) for Johnson's text, and he stresses the element of humanity in each area while never sounding overly idealistic. No advocate of what open education has come to mean, he clearly believes nonetheless in maintaining close contact with the needs and interests of his students while running a well-ordered classroom.

Heading each chapter are quotations from Abbie Hall's 1891 work, *Points Picked Up*, which proves that Johnson's brand of lively and effective education has been around for a long time. (Johnson explains that of 200 books on teaching he has recently read, Miss Hall's is the one "crisp, readable, practical" book on the subject. He reprints it in its entirety as an appendix.) Howard Coale's illustrations (What teacher has not sailed through the perilous "Straits of November"?) complete a warm, informative, and practical text "for anyone who is teaching, wants to teach, or knows a teacher."

Reviewed by **Christine Kindl,** *English teacher, Homer-Center Junior and Senior High School, Homer City, Pennsylvania.*

The Unexpected Minority: Handicapped Children in America by **John Gliedman** and **William Roth** for the Carnegie Council on Children. Harcourt. 517 pp. $17.95.

The fifth and last report of the Carnegie Council on Children has the potential of raising an emotional as well as a political clamor in the educational establishment. In their analysis of why we treat our disabled citizens as we do, social scientists John Gliedman and William Roth make an important contribution to the war to change social attitudes.

The issue of discrimination, the authors say, encompasses issues ranging from "outright prejudice" against the handicapped through job bias to "well-meaning but destructive misconceptions that exaggerate the true limitations of many handicaps." Offering the view that disabled children are more like other children than different from them, the authors call for the reevalua-

Books

(continued)

tion of the disabled in political terms such as those the civil rights movement embraced.

Gliedman and Roth leave no segment of society untouched in their scathing indictment of the insensitivities many people exhibit in dealing with the disabled. Although they emphasize that they credit professionals, including physicians and educators, with doing far more good than harm to the disabled, they leave the impression that they feel even the "good" has been minimal at best.

Professionals who patronize parents distress both Gliedman and Roth, who say, "We believe that professionals should treat parents as adults," and they encourage parents to stand up for their rights. The chapters entitled "Special Education at a Turning Point" and "The Handicapped Child in School," which suggest that schools stifle intellectual achievement for the handicapped in the name of misguided realism, offer some of the most thought-provoking reading in the book.

The book's weak point in making recommendations about the education of the handicapped lies in the authors' unfortunate advocacy of the voucher system as the way for parents to gain more responsiveness from the schools. The NEA has for some time been on record against the voucher system because of its potential for destroying public education.

Gliedman and Roth call for major changes in public institutions and policies, emphasizing their total advocacy of the rights of the handicapped. While it is difficult to resist their views, implementation of their recommendations would be most difficult, given today's straitened economic circumstances and the drag exerted by traditional ways of thinking. This is not to minimize, however, the importance of *The Unexpected Minority*'s conclusions.

Reviewed by **Georgia L. Gibson,** *special education teacher, Edgewood High School, Atco, New Jersey; NEA director; and chairperson, Committee on Special Education of both NEA and the New Jersey Education Association.*

The ABCs of Literacy by **Stephen N. Judy.** Oxford. 361 pp. $15.95.

Writing for a general audience of parents, administrators, and teachers, Stephen Judy, former editor of the *English Journal*, attempts to sell, in the disenchanted, pragmatic 1980's, ideas generated in the turbulent sixties and early seventies. He urges a "major overhaul of the aims and methods of literacy instruction."

Thoughtful and informative chapters describe the misuse of standardized test scores and the well-meaning but misguided calls for teaching the "basics" and establishing minimum competencies (which all too frequently become *maximum* competencies). Judy uses these discussions to prepare the ground for his presentation of "dimensional literacy" education, an approach which, he says, will identify and teach the competencies that young people need in order to function well in the world of today and tomorrow.

He proposes that we think forward to what we want our schools one day to be and then work step by step toward our goals, doing now what we can do within the present school framework. He includes unit plans and reading lists—elementary and secondary—that teachers will find useful whether or not school districts ever try to implement Judy's overall plan.

Judy's utopian school is interdisciplinary, ungraded, individualized, and richly fed by community interests and resources. It seems a world away from today's reality, which is defined at least in part by parents who want the schools to supervise their children closely, teach them how to get high Scholastic Aptitude Test scores, and ensure that they write papers without errors in spelling or grammar. Such *real* schools reflect the community's interest in keeping children occupied until they are old enough to work or go to college—at the least possible expense to the community.

I am afraid that *The ABCs of Literacy* is a book out of its time—whether behind or ahead, I cannot say.

Reviewed by **Joyce S. Rocks,** *English teacher, Langley High School, McLean, Virginia.*

Censors in the Classroom: The Mind Benders by **Edward B. Jenkinson.** Southern Illinois. 184 pp. $12.50.

While its message is laudable and important, *Censors in the Classroom* is so dominated by dull, repetitious quotations that most people will never finish reading it. For the book not to be read, however, would be a shame, because Americans need to learn of the threat to their intellectual freedom and of the myriad real and would-be censors among us. Every school and public library should own this book, and every teacher should read at least parts of it to learn just what the censors are attacking in their drive to "purify" America.

Jenkinson lets the censors speak for themselves, quoting endlessly from local newspapers and from the publications of the more than 200 organizations that would censor offerings in schools today. The censors' writing styles, however, are as lamentable as their goals. Still, they often succeed, and that is frightening. For example, in Coffee County, Tennessee, school board approved the removal of *Down Along the Mohawk* from an assigned reading list because the book included the words *damn* and *hell*. That was in 1976!

The best parts of *Censors in the Classroom* come toward the end, when Jenkinson, still objective, adds a few comments of his own. The most important point he makes is that censors cannot stand the light of publicity; they are most effective (I think most dangerous) when they are simply a few individuals getting a book banned from a school without anyone else's knowing about it. This happens because some administrators (too many, in my opinion) will not fight alone to uphold academic freedom. (In fact, too many administrators, in my view, seize on parental complaints to do a little censoring in line with their own prejudices.) When the censors must make their cases openly, however, as in public hearings or courtroom arguments, they usually end up with a decision that is in favor of academic freedom.

Teachers who think, as I did before reading this book, that an attempt at censorship will never be made on them should think again. Jenkinson includes a clipping about censorship from Texas, about every part of the country. Many of them are so foolish as to be comic, but you find that the offending book is actually removed from the school, thus spoiling the joke.

Consequently, my advice to teachers is to read as much of the book as they can bear. They should skim the next two-thirds to get to the chapter on "The Student's Right To Know and the Teacher's Right To Teach" and the following chapter on protecting these rights.

It's important.

Reviewed by **John M. Gray,** *chairman, English Department, Nauset Regional High School, North Eastham, Massachusetts.*

BORROW BY MAIL

From the

Original Teachers Finance Company

YOUR JOB AND GOOD CREDIT RATING ARE SUFFICIENT TO ARRANGE A SIGNATURE LOAN BY MAIL

EASY TERMS

COMPLETELY PRIVATE LOAN SERVICE BY MAIL WITH PERSONAL LOANS UP TO **$3500.00** CASH WITH UP TO THREE FULL YEARS TO REPAY.

FAST SERVICE

MAIL THIS COUPON FOR YOUR PERSONAL LOAN REQUEST

TPIC

TEACHERS PROFESSIONAL INVESTMENT COMPANY
Box 425 Marksville, La. 71351
COMPLETELY CONFIDENTIAL

Please mail to me everything I need to arrange a loan by mail.

Full Name _____
If Joint Application
Spouses's Name _____
Address _____
City _____ State _____ Zip _____
Amount needed _____ Terms Requested __ Months _____

CIRCLE QUICK-ACTION CARD NO. 41

TEACHER SPECIAL!

Prizes with instant appeal of favorite cartoon characters

36 Memo Pads with full color cartoon favorites on front and back covers—Superman*, Wonderwoman*, Flintstones, Terrytoons, and more.

36 Disney Design Balloons— Mickey, Donald and more.

#692 ALL 72 ITEMS (A $6.30 value)

Special Introductory Price:

$4.95 Save 21%

*©D.C. Comics Inc.

Mail coupon to **Jonson Specialties**
Division of D&D Novelties, Inc. at
Dept. T2-980, Cedarhurst, N.Y. 11516

☐ **YES,** Send me this special offer postpaid, for only $4.95.

NAME _____

ADDRESS _____

CITY _____ STATE _____ ZIP _____

CIRCLE QUICK-ACTION CARD NO. 52

EXCHANGE EDUCATION IS HERE

Take a work exchange in Hawaii, Colorado, New England or elsewhere.

An exchange can help *you.*

For free brochure, write to

Philip D. Evanstock, Director
Educators Exchange Service, Inc.
3360 North 76th Drive
Phoenix, Arizona 85033

SEE PAGE 102 FOR BARGAINS IN THE CLASSIFIED MARKET PLACE.

. . . . . .

REACH 1.8 MILLION EDUCATORS, ADVERTISE IN THE MARKET PLACE. NEA members receive a 10% discount. INQUIRE HGM ASSOCIATES, P. O. Box 189, Churchton, MD 20733.

What is the Junior Great Books Program?

"An exciting approach to literature and a practical, helpful route to the improvement of reading comprehension skills."

That's how Ruth D. Abramowitz, Curriculum Supervisor, Community School District 22, Brooklyn, NY, has answered the question.

By using selected stories and poems of literary merit, and a unique "shared inquiry" approach, this program has brought new reading enjoyment to average and above-average readers from second grade on.

We have more than 25,000 program leaders, most of them teachers. Find out why they are so happy with Junior Great Books. Write:

The Great Books Foundation
307 N. Michigan, Chicago IL 60601

CIRCLE QUICK-ACTION CARD NO. 20

Duplicate coupons for cover advertisements

BADGE-A-MINIT, Ltd., Dept. TO 980
Box 618, Civic Industrial Park, LaSalle, IL 61301

☐ I WANT BADGE POWER! Rush me the BADGE-A-MINIT starter kit for only $17.95 plus $1.75 shipping fee. (If I live in Illinois, I'm including $ .90 sales tax).
☐ My personal check or money or money order is enclosed.
☐ Use my charge card checked below.
☐ VISA ☐ Mastercharge ☐ American Express

Credit Card # _____
InterBank # _____
Signature _____ Exp. Date _____

☐ Send me the FREE 64 page, full-color, illustrated BADGE-A-MINIT catalog of ideas.

Name _____
Address _____
City _____
State _____ Zip _____

THE CLASSIFIED MARKET PLACE

NON DISPLAY CLASSIFIED: $5.25 per word (including name and address). Minimum order 10 words ($52.50). 4 time rate $5.10 per word. DISPLAY CLASSIFIED: 1" x 1 column $395, 2" x 1 column $790, 3" x 1 column $1185. Column width 2¼". Please inquire for frequency discounts.

GENERAL INFORMATION: First word in all non-display classified ads set in bold caps at no extra charge. All copy subject to publisher's approval. All advertisers using P.O. Box number in ad must supply address and phone number before ad will be run. Closing 1st of second month preceding date of issue. Today's Education published 4 times a year. (Sept/Oct-Nov/Dec-Feb/Mar/April/May). Send copy and payment to: HGM ASSOCIATES, PO Box 189, Churchton, Md. 20733.

BOOK/PUBLICATIONS

HOW TEACHERS CAN COPE WITH STRESS, 8½ x 11 lithograph 125 pages, Inquire: J. Humphrey, 9108 St. Andrews Place, College Park, Md. 20740.

HISTORY & GENEALOGY: Catalog of research guides, reference materials & sources, $1.00. Heritage Books, Inc., 3602 Maureen, Suite 220, Bowie, MD 20715.

RECIPES

250 SPECIAL RECIPES By Famous Chefs of Las Vegas. Beautiful Spiral-Bound Book! Inquire: Las Vegas Publishers, Box 42952-TE, Las Vegas, Nevada 89104.

NEA MEMBERS ARE ENTITLED TO A 10% AD DISCOUNT IN THE CLASSIFIED MARKET PLACE.

EMPLOYMENT OPPORTUNITIES

AUSTRALIA-NEW ZEALAND WANT YOU! Countless Jobs! Big pay. Free transportation. Latest listings $2.00: AUSTCO, Box 4116-T, Hayward, California 94540.

OVERSEAS JOBS! 68 Countries. All occupations! Paid fare. Tax benefits. Computerized reports. Free details. Jobworld, Box 645-T, Union City, California 94587.

LOANS

BORROW $1,000—$5,000,000. "Problem" loans arranged. Personal, business, venture cpital. RESEARCH UNLIMITED, Lockbox 300, Dayton, Washington 99328, (509) 382-2545.

MUSIC

UNIQUE FOLK MUSIC record enriches History, English, Music: Traditional American, British folk music featuring hammered and mountain dulcimers. Booklet, words, music included. *Leaves of Life*, Mitzie Collins, $7.25 postpaid. Sampler Records, 197 Melrose St., Rochester, NY 14619.

FREE GOSPEL STYLE PIANO improvising lesson. Add "runs", chords, embellishments. If you play, you need this. Faywood Music, 396TE, Alcester, South Dakota 57001.

JEWELRY

RINGS, JEWELRY priced 130% below retail price! Catalog $1.00 (refundable). Anka-TE, 95 Washington, West Warwick, RI 02893.

MERCHANDISE/SALE

SUPER TEACHER T-SHIRTS! A Great gift. $6.95 Blue, Gold or White. State size. Rogart, Box 69, Richton Park, IL 60471.

BUMPER STICKERS, DECALS, BUTTONS. Low cost, custom made advertising for your Organization or Special Event. FREE Brochure, Price List and Samples. Reflective Screen Printing, Inc., Dept. E, 8551 Page, St. Louis, MO 63114.

ENERGY SAVER

DRAGONFLY WIND GENERATOR kits and plans. 8ft dia., 12V, 300 watts at 20 mph., low tech., assemble in about 10 hours. Information $1.00. Bill Cornelius, PO Box 57-F, Albion, CA 95410.

GOVERNMENT SURPLUS

S-U-R-P-L-U-S J-E-E-P-S-$19.30! C-A-R-S-$13.50!—650,000 Items! Government Surplus—Most Comprehensive Directory available tells how, where to buy—your area—$2-Moneyback Guarantee—"Government Information Services," Department NH-1, Box 99249, San Francisco, CA 94109.

MONEY MAKING OPPORTUNITIES

DIRECT YOUR OWN HOME TUTORING AGENCY. Step by step program. Write for information: Tutoring, 3688 Berne Rd., Wantagh, NY 11793.

"BIG MONEY running seminars." Free report: Careers, 358T Main, Haverhill, MA 01830.

MAKE MONEY AT HOME WRITING SHORT FILLERS! Magazines will pay you good money for fillers—simple sentences and paragraphs. TEN lesson course teaches how. You get writing assignments, criticism of your work, lists of magazines and rates they pay! You should see results before you complete lesson 3! All for $9.95 ppd. Order: John Daniel Co., 238 West St., Annapolis, Md 21401.

TRAVEL

SAVE on Luxury cruises! (passenger ship or freighter). TravLtips, 163-09 Depot C709, Flushing, NY 11358.

ORIENTAL TRAVEL contacts our specialty. Rainbow, 1021 N, Honokaa, Hawaii 96727.

NEW ORLEANS CLASS TRIPS. Accommodations/Tours. Complete packages. $59 up. Free brochure. Send school name: GTAA. Box 8223, New Orleans, Louisiana, 70182.

RESUME SERVICE

RESUMES THAT WORK, only $8. Booklet, samples and worksheets ready to reproduce. Cardot's, 7448 Bridle Drive, Nashville, TN 37221.

SECURITY SIREN LIGHT

ONLY **$8.98** Postage Paid

Here's a great way to feel safe and secure when you're out alone at night walking or jogging. Our new fashlight has a built-in siren that's ready to scream loud and clear when needed . . . so loud it can be heard up to a mile away. Siren can work alone or with the light. Measures 8" long and runs on 2 "C" batteries (not incld.)

Order: John Daniel Co., 238 West St. Annapolis, Md.

Satisfaction Guaranteed or Money Back

READER SERVICE

The following materials are available free (or at low cost) from various companies. To order circle the numbers on the reply card inside the back cover. Fill in all the information requested.

1. KODAK Offers a free booklet entitled *School Pictures . . . A New Perspective.* Find out how you can put students to work for you, in school pictures.

2. FREE CIRCULAR illustrating in full color over 300 outstanding art reproductions, photos, and posters starting as low as 25¢ each. Giant Photos.

3. NATIONAL TECHNICAL INSTITUTE FOR THE DEA authoritative source on deaf education has develop variety of materials which it is willing to share with you of charge. Circle reply card.

4. U. S. AIR FORCE. The Air Force can mean more e tion for many of your students. It is one of America's educations. For more information on the many Air F educational opportunities that are available to you dents, circle reply card.

5. COSMOS OFF AIR RECORDING REGISTRATION: PBS astronomy/social science television series. Avail to all educational institutions and libraries. Free info tion/brochure: 1-800-421-9362 (California only: 1-8 252-2013).

6. FREE COLOR CATALOG, new lower price from Sta A-Minit. Make classroom badges with $17.95 starter FREE catalog of resources for creative teaching.

7. FREE EARLY CHILDHOOD MOVEMENT CATALOG Free full-color dinosaur adventure books for your stud when you order from us! Just circle our number on reply card.

8. RADIO SHACK'S TRS-80 MICRO COMPUTER BOOK FOR EDUCATORS provides information on ers in the classroom as a medium of instruction, and of instruction, and as a tool for the administrator.

9. FREE REPRODUCIBLE WORKSHEETS and a new Schaffer Catalog. "The Under Five Dollar Company" ents an outstanding collection of basic skill Duplicat Masters, colorful Activity Cards, Gameboards, WIPE-EA Cards, ✔ Self-Check ✔, and Activity Books.

10. HONDURAS. Unspoiled, uncrowded, unforgotte Discover the unbeatable Caribbean retreat that's off beaten path. Diving in the Bay Islands to seeing the ancie Mayan ruins in Copan. Honduras, an extraordinary enchanting adventure.

11. WHY PAY MORE? Save money up to 50% on popu magazines at our EDUCATOR RATES! We guarantee efficient, courteous, prompt, and full service. See ad issue. University Subscription Service.

12. GUIDE TO EVALUATING HANDWRITING PROGRAM 44 questions you should ask when considering the p chase of a handwriting text series. See ad this issue Zaner-Bloser.

13. MATH-LANGUAGE ARTS-SPORTS BOOKLETS/TEAC ER GUIDES. Over 200 problems correlate professi team roster data. Programs: "Footmatics" (NFL), "Ba matics" (Major League Baseball), "Socmatics" (NBA Soccer, bilingual—English/Spanish). Free brochures

14. EDUCATION RESOURCE MATERIALS. Free U. S. pamphlets: *Stay in School* and *How Not to Blow a Interview*, plus skill training, continuing education tuition assistance information. Wall charts and sports clinic materials.

15. HOW TO LIVE WITH YOUR TEENAGER—A SU VOR'S HANDBOOK FOR PARENTS as well as teacher counselors. Free information on the book and on our hour program for parents of teens, based on the book.

16. PRINTERY HOUSE. FREE brochures listing poster greeting cards that are available free to teachers. Circ REPLY CARD.

17. WALT DISNEY WORKSHOPS. Find out how you c participate in the new Walt Disney Teacher Workshop scheduled for cities across the United States during 1980-81 school year.

18. EXCHANGE EDUCATION IS HERE. Take a wo exchange in Hawaii, Colorado, New England, or elsewhere Circle reply card for free brochure. EDUCATORS EX CHANGE SERVICE, INC.

H. C. JOHNSON PRESS offers free brochure, *Occupational Essentials*, a workbook/reference which covers everything from basic preparation to the realization of meaningful employment. Practical, comprehensive, and proven effective by leading educators.

JUNIOR GREAT BOOKS PROGRAM. Pamphlets describing how "shared inquiry" improves reading skills, Basic Leader Training Courses, and material used at different grade levels. FREE. Circle reply card. Great Books Foundation.

FREE KENWORTHY INSTRUCTIONAL MATERIALS CATALOG. Includes language learning and mathematics learning center activities, as well as music, nature science, and classroom display materials.

BUILD BASIC PHONICS SKILLS EFFECTIVELY AND ECONOMICALLY with Modern Curriculum Press's Phonics Workbooks. Available 1980 edition Levels A, B, C, and D, teaching levels 1-4. Send for free examination copy today!

FOR MORE INFORMATION ON NATIONAL GEOGRAPHIC'S "Presidents of the United States" educational package, circle reply card. Free illustrated brochure.

FREE, BRAND NEW 1981 DISNEY SCHOOLHOUSE CATALOG. Let Mickey, Donald, and all of the Disney gang help you reinforce basic skills. Catalog includes duplicating masters books, building board kits, reward items, and readers.

THE STORY OF SOFT DRINKS—offers a colorful review of the history of soft drinks in America and a look at today's soft drink industry. Single copies free.

YOUR LOCAL J. C. PENNEY STORE MANAGER WILL PROVIDE FREE TO EDUCATORS A NEW CONSUMER EDUCATION PUBLICATION and will loan multi-media teaching kit. Fact sheet describes our consumer education materials for preschool-adult levels.

OVERSEAS TEACHING OPPORTUNITIES. Register now to meet more than 30 Overseas Hiring Officials coming to the U.S. to complete their staffing needs at TORC. Write for free brochure, booklet, application, and resume form. No registration fee. National Teacher Placement Bureau.

PLEASE SEND THE FREE PACKAGES of information on Procter & Gamble's teaching aids. Teacher-tested, ready-to-use consumer education kits, film, professional aids, basic economic teaching aids, and social studies materials.

A FREE GIFT FOR YOU WHEN YOU ORDER CHRISTMAS CARDS FOR YOUR STUDENTS. Unique new items at low prices. Send for our Holiday Gift Brochure. U. S. Pencil & Stationery.

THE ADVOCATES IN BRIEF: A GUIDE FOR TEACHERS. Comprehensive 92-page guide to PBS-TV public affairs series available free. Video-cassettes, audio-cassettes for reasonable cost. WGBH.

YOU TRAVEL FREE, STUDENTS EARN ADVANCE UNIVERSITY CREDIT. Have your students study drama with the world-famous Young Vic Theatre Company, live with Canadian families, ride the Super Continental train through the Canadian Rockies. ACADEMIA.

HELP YOUR SCHOOL GET FREE ATHLETIC EQUIPMENT. The Post Cereal The Fun'N Fitness Program encourages schools to collect Proof of Purchase Seals from General Foods products redeemable for well-known brand sports and playground equipment. Circle reply card for complete details.

NEW FULL-COLOR CATALOG from Trend Enterprises. Creative educational materials for early childhood, elementary, intermediate, and special education students. Products include bulletin board cutouts, slip books, disc books, Wipe-Off cards, puzzles, games, and other learning materials.

FREE FROM HAYES. A new, revised, and expanded catalog with many new titles and other favorites from the teacher-master leader. See ad this issue.

FREE CATALOG showing all the GOOD IDEA BOOKS: Duplicating Masters™, teacher/parent resource books, workbooks for school and home, life skills reading, duplicating masters, and game boards, plus our entire line of metric learning aids and kits. ENRICH/OHAUS, THE GOOD IDEA PEOPLE.

AMERICAN GAS ASSOCIATION. Folder listing teaching aids and booklets on gas and the natural gas industry that are available free to teachers. See ad this issue.

TASKMASTER® DUPLICATING MASTERS & TASK CARDS. FREE CATALOG shows sample pages and describes hundreds of professional teaching aids. 108 new products cover Spelling, Sequencing, Story Problems, Language Skills, Vocabulary, and English Drills. See ad this issue. INSTRUCTIONAL FAIR, INC.

LEARNING INSTITUTE ONE-DAY WORKSHOPS (K-12) 1980-81. Eight different programs in 38 cities on reading, writing, gifted, discipline, stress, math, secondary

classroom, and developing responsibility. Free brochure available. See ad this issue.

39. FREE SAFARI CARDS. Three sample animal cards are yours free. Plus, information on how to become a member of the Safari Card Club at the special introductory price. See ad this issue.

40. ARTHROPODS! Extraordinary photographs reveal the world of insects and their relatives as you've never seen them. With tape narrative, poster, teacher's guide, and worksheets. Guaranteed to delight—and inform—all who view it.

41. TEACHERS PROFESSIONAL INVESTMENT CO. will loan you up to $3,500 on the basis of your job and good credit. For full information circle reply card or call (318) 253-6541.

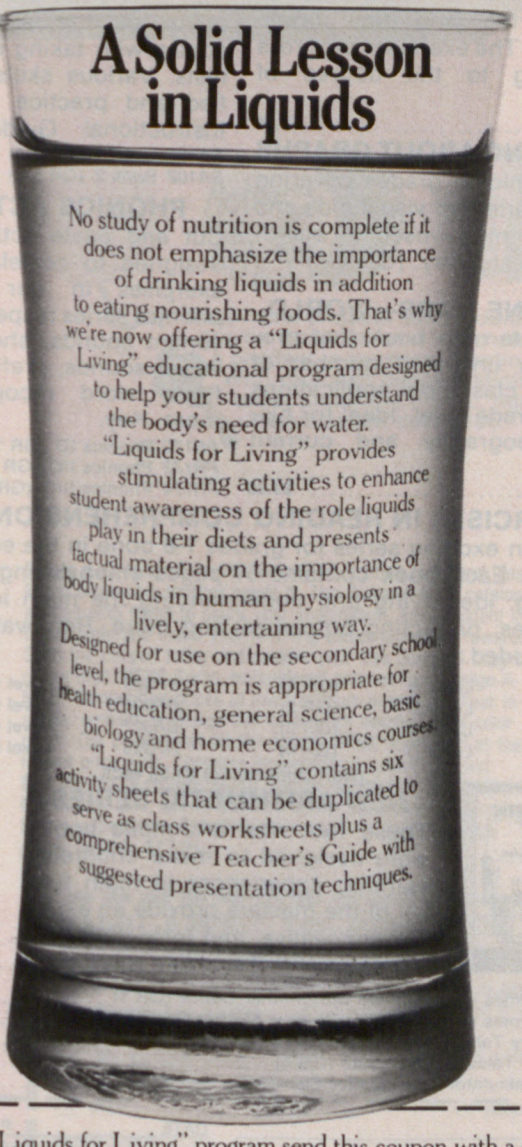
42. "COMPUTERS IN EDUCATION"—a free brochure describing the Milliken Math Sequences, a comprehensive math curriculum for use with the leading desk-top computers in schools today.

43. FREE "3-2-1 CONTACT" TEACHERS GUIDE. An invaluable classroom aid. Updated guide now has the program material in the same sequence as the programs are broadcast, and the guide material is applicable to children in grades 3-6.

44. FREE "No One Ever Said Teaching Would Be Easy" coffee mug with your subscription to *LEARNING* magazine. See ad and postage-paid order card this issue.

45. WHY NOT USE YOUR OVERHEAD PROJECTOR FOR GREATER TEACHING RESULTS. Send for free catalog of new full-color transparencies and other teaching aids from Milliken Publishing Company.

A Solid Lesson in Liquids



No study of nutrition is complete if it does not emphasize the importance of drinking liquids in addition to eating nourishing foods. That's why we're now offering a "Liquids for Living" educational program designed to help your students understand the body's need for water.

"Liquids for Living" provides stimulating activities to enhance student awareness of the role liquids play in their diets and presents factual material on the importance of body liquids in human physiology in a lively, entertaining way.

Designed for use on the secondary school level, the program is appropriate for health education, general science, basic biology and home economics courses.

"Liquids for Living" contains six activity sheets that can be duplicated to serve as class worksheets plus a comprehensive Teacher's Guide with suggested presentation techniques.

TE

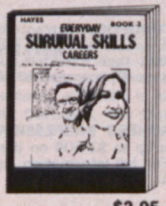
For a complete "Liquids for Living" program send this coupon with a check for $2.00 (payable to "NSDA") to:
Liquids for Living, National Soft Drink Association
1101 Sixteenth Street, N.W., Washington, D.C. 20036

Name_____
School Name_____
Street_____
City_____ State_____ Zip_____

CIRCLE QUICK-ACTION CARD NO. 25

NEW HAYES®
duplicating workbooks

EVERYDAY SURVIVAL SKILLS



These three books provide material especially selected to provide students with experiences dealing with experiences encountered in daily life including money matters, shopping, and job hunting. Teacher's Key.

R290 Book 1 Mostly Money Matters $3.95
R292 Book 2 Meeting Daily Needs $3.95
R294 Book 3 Careers $3.95

HOLIDAY DOT-TO-DOT

These activities help teach number and letter sequences to kindergarten and first grade students. The exercises progress according to the degree of difficulty.

AB813 ..... $3.95

LEARNING ABOUT GRAPHS

For the middle grades covering a wide variety of visual aids and featuring many used in standardized tests. Key. (GR 4-6)

R156 ..... $3.95

OUTLINE MAPS—WORLD

Up-to-date map book that provides an unlimited number of possible classroom applications at any grade level. Ideal for history, geography and current events.

G372 ..... $3.95

STANDARDIZED TEST-TAKING

Two books designed to rid students of the anxiety which comes with taking standardized tests. Various skills are identified and practice is provided. Instructional Guide provided.

SA101 Book 1 (GR 3-4) $4.50
SA102 Book 2 (GR 5-6) $4.50

PHONICS ACTIVITIES

Cut and paste activities books designed to correlate with the exercises in our duplicating phonics series respectively. Consonant sounds, short and long vowel sounds, prefixes and suffixes, word recognition, and more. Key.

PR170 Phonics ID (GR 1) $4.50
PR172 Phonics IIC (GR 2) $4.50
PR174 Phonics IIIC (GR 3) $4.50

EXERCISES IN READING COMPREHENSION SERIES

This is an exciting series for grades 1-8 done in the easy to handle 6x9 size. Each book contains 64 pages emphasizing 7 skill areas including: identifying and understanding the main idea; ordering sequences; predicting outcomes; and more. Removable Teacher's Key included.

BR921	Level A	(GR 1)	*BR925*	Level E	(GR 5)
BR922	Level B	(GR 2)	*BR926*	Level F	(GR 6)
BR923	Level C	(GR 3)	*BR927*	Level G	(GR 7)
BR924	Level D	(GR 4)	*BR928*	Level H	(GR 8)

(Non-Duplicating) **$1.50 each**

NEW ARITHMETIC SERIES

These four new arithmetic books were designed to make children's learning experiences in math fun! All of the masters provide an exciting, innovative, and inter-disciplinary approach. Teacher's Key.

A261 Rhymes and Numbers with Mother Goose (GR 1) $3.95
A262 Rhymes and Numbers with New Mother Goose (GR 2) $3.95
A263 Fairy Tales and Numbers (GR 3) $3.95
A264 Tall Tales and Numbers (GR 4) $3.95
CA201 Calculator Activities for Elementary Students $3.95

NAME _____ DATE _____ P.O.# _____
ADDRESS _____ PHONE ( ) _____
CITY _____ STATE _____ ZIP _____
PLEASE SEND _____
_____
_____
ENCLOSED $ _____

HAYES SCHOOL PUBLISHING CO., INC.
321 PENNWOOD AVENUE, WILKINSBURG, PA 15221

CIRCLE QUICK-ACTION CARD NO. 34

46. PICK GOOD APPLE PRODUCTS. Free catalog including 65 new products. Reproducible activity books, idea books, bulletin board books, duplicating masters, posters, record pads, records, novelty products, and much, much more for the elementary teacher.

47. SEND FOR A FREE COPY OF THE OVERVIEW BOOKLET which gives a broad look at the problem of choosing a career, the expanding opportunities and educational requirements open to students, plus a helpful list of current career information sources. New York Life.

48. FREE CATALOG OF TEACHING IDEA-BOOKS. More than 60 handbooks and duplicator books for K-8 teachers in all curriculum areas. Thousands of ways to enliven teaching and motivate learning! Educational Service. The SPICE Co.

49. JOHN DANIEL CO, of Annapolis, MD, offers distinctive gifts for you and your friends by mail. All items guaranteed to your satisfaction. Circle reply card for your free catalog.

50. CONTROL DATA PLATO®. Learn more about how PLATO® computer-based education can enrich traditional education. Circle reply card for more information.

51. UNDERWRITERS LABORATORIES, INC. Free catalog of audio-visual materials for product-safety education in schools. Circle reply card.

52. FREE "PUPIL GIFTS' CATALOG." 32 pages of unique games, books, prizes that stimulate classroom participation. Ideal for parties, carnivals, holidays. K-9. Special prizes for various teacher aids. Jonson Specialties.

53. PLAY MATS . . . Didax has introduced a series of colorful play mats for preschool through K-3. Special School and Day Care Centers. A 6-page color brochure describes these and many other Didax teaching aids. Available. Circle reply card.

54. INTERNATIONAL PAPER. Power of the printed word: advertisements; how to write a business letter; how to improve your vocabulary; how to read faster; how to think clearly; how to write with style. Teaching guides also available.

55. EARN MONEY QUICKLY AND EASILY with nationally advertised Sylvania Light Bulbs, Hershey Candies, delicious M&M's, and brand-new boxed cookies and candy delicates. Pay nothing with your order—nothing upon delivery. AMERICA'S BEST.

56. SEND FOR MORE INFORMATION REGARDING [illegible] SCHOOL SUPPLY. Complete line of teaching [illegible] instructional material available for the coming [illegible] See ad this issue. Ideal School Supply.

57. VEC NEWS. The most comprehensive and timely current event program available. This weekly filming program can be used in grades 3-12. Send for a free 3-week trial to see why educators rave about it.

58. SEND FOR INFORMATION ABOUT MASTERY CONCEPTS. Remedial lab for teaching reading and math to junior and senior high students. Westinghouse Learning. Corporation.

59. SEND FOR FREE INFORMATION ABOUT USING [illegible] as teaching tools, and sources of funds for acquiring them. AMP

60. THIS FALL YOUR GROUP CAN EARN $288 to $[illegible] OR MORE selling Fuller's Christmas Gift Wrap. Over 300,000 satisfied customers have experienced 20 years of success with Fuller Fundraising Products. Start your group now! Call toll free 1-800-633-5732 (in Alabama call collect 205-264-2176).

THE FOLLOWING ITEMS ARE AVAILABLE AT LOW [illegible] PLEASE ORDER DIRECTLY THROUGH ADVERTISER

ENERGIZE AT SUNRISE. Nutrition Unit and Energy Game from Kellogg. Designed for grades K-6. Includes teacher guide, 17 activity masters, 4-color transparency and poster. $2.00. See ad in Elementary Edition only.

PROJECT NUTRITION: MISSION NUTRITION, a [illegible] education unit for grades 7-12 including 25 duplicating master activity sheets, divided into 3 teaching sections; twelve-frame filmstrips with accompanying script; [illegible] on function and food sources of vitamins and minerals; teacher's guide with glossary, and nutrition resources. See coupon in ad to order, Secondary Edition only.

AWARD-WINNING FILM, "SNUFFY'S FIRE SAFETY [illegible] GADE" available on free loan from participating Burger King restaurants. Send $4 check or money order [illegible] comprehensive teaching kit on fire safety to: Roger [illegible] chandising, Inc., 20 N. Wacker Dr., Chicago, IL [illegible] ATTN: Order Department.

BADGE A MINIT T.M. Ltd. for:

EACHING BASIC SKILLS

one 1

Here is a versatile visual aid, and an effective new approach to presenting basic facts and skills. You can make badges in your classroom that are interesting and personal for your students! This hands-on approach can be successfully adapted for any grade level, any subject. Teacher tested, designed and approved. Look for the SCHOOL-PAK pages in your new catalog.

ROMOTING SCHOOL EVENTS

GO FIGHT WIN · SWIM TEAM · MOST POPULAR · GRAND CHAMPION

Get the word out! It's quick and easy with badges and buttons you make on the spot. There's no better way to promote and publicize that's as effective and as visible as pinback badges. Athletic events, special assemblies, science fairs, class plays-your message can be colorful and prominent when you use Badge-A-Minit.

MAKING STUDENT GIFTS

Take-home projects can be durable and different. Put crayon drawings on a key-chain, a child's photo on a pendant, a seasonal greeting on a purse mirror. With your own Badge-A-Minit you mount them all, under protective plastic, right in your classroom. Attractive low costs, too.

LECTION YEAR 1980

ELECT JAMES E. ROSS STATE SENATOR · J. Kemp MCLAUGHLIN Auditor · PETERLIN STATE'S ATTORNEY · ANDERSON State Representative

Here's a perfect opportunity for politically active teachers to make badges to help support candidates at every level. Badge parts are economical when ordered in quantities. Ideal for every political use.

ALL NEW 64 PAGE CATALOG

Here's a complete resource for communication tools and ideas. Every classroom teacher needs it. The Badge-A-Minit catalog is packed with items to spark your imagination, keep student interest high, and make your teaching easier and more rewarding. Send the coupon today and receive your free personal copy by return mail. **NEW!** Swiss embroidered patches from Badge-A-Minit. Competitive prices at low minimum quantities. Your insignia, emblem or design can be a finely detailed, true color patch. Our catalog has all the details. **NEW!** Starter Kit at the lowest price ever. Complete badgemaking system for just $17.95. You'll receive sturdy, Lexan die press; color coded BUT-N-LOK dies; quality pin-back badge parts; and easy-to-follow instructions. Everything you need to discover badge power for only $17.95.

STARTER KIT only $17.95

BADGE-A-MINIT, Ltd., Dept. TO 980
Box 618, Civic Industrial Park, LaSalle, IL 61301

☐ I WANT BADGE POWER! Rush me the BADGE-A-MINIT starter kit for only $17.95 plus $1.75 shipping fee. (If I live in Illinois, I'm including $ .90 sales tax).

☐ My personal check or money or money order is enclosed.

☐ Use my charge card checked below.

☐ VISA ☐ Mastercharge ☐ American Express

Credit Card # _____

InterBank # _____ Exp. Date _____

Signature _____

☐ Send me the FREE 64 page, full-color, illustrated BADGE-A-MINIT catalog of ideas.

Name _____

Address _____

City _____

State _____ Zip _____

CIRCLE QUICK-ACTION CARD NO. 6

If you prefer not to cut the cover, see alternate coupon on page 101

Presidents of the United State

A series on major American Presidents: their personalities, early lives, families, careers. Important events and conflicts during their administrations. Their decisions and contributions. Running time of each sound filmstrip approximately 16-18 minutes. For grades 5-12. Parts I-IV © 1979. Parts V-VIII © 1980.

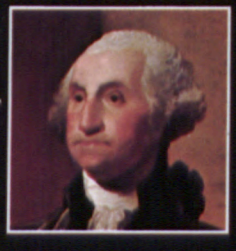
Filmstrip sets available on 30-day approval. Order from National Geographic Society, Washington, D.C. 20036. Include title and product number. For more information use the Reader Service Card in this publication.

Part I—Three filmstrips: 1. George Washington 2. John Adams 3. Thomas Jefferson
No. 04123 .....Cassettes $54.00

Part II—Two filmstrips: 1. James Madison 2. James Monroe
No. 04133 .....Cassettes $38.00

Part III—Two filmstrips: 1. John Quincy Adams 2. Andrew Jackson
No. 04140 .....Cassettes $38.00

Part IV—Two filmstrips: 1. Abraham Lincoln 2. Andrew Johnson and Ulysses S. Grant
No. 04147 .....Cassettes $38.00



Single order of Parts I, II, III, IV
No. 04177 .....$151.20
Single order of Parts V, VI, VII, VIII
No. 04265 .....$136.80
Single order of all Parts I-VIII
No. 04266 .....$288.00

California schools/libraries will be billed applicable use tax.

Part V—Two filmstrips: 1. Theodore Roosevelt 2. Woodrow Wilson
No. 04237 .....Cassettes $3

Part VI—Two filmstrips: 1. Herbert Hoover 2. Franklin D. Roosevelt
No. 04244 .....Cassettes $3

Part VII—Two filmstrips: 1. Harry Truman 2. Dwight D. Eisenhower
No. 04251 .....Cassettes $3

Part VIII—Two filmstrips: 1. John Kennedy 2. Lyndon B. Johnson
No. 04258 .....Cassettes $3

National Geographic Educational Services

CIRCLE QUICK-ACTION CARD NO. 23